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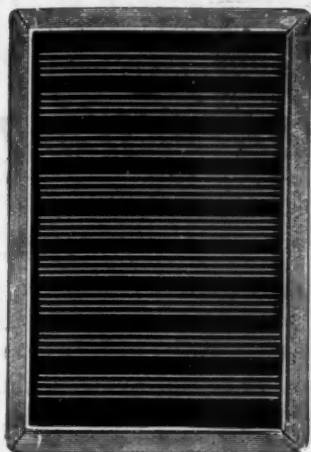
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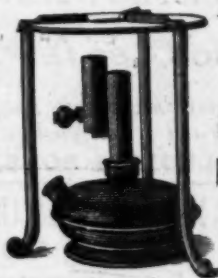
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

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The business department of THE JOURNAL is on page 569.

All letters relating to contributions should be addressed plainly. "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.



PROF. PETER T. AUSTEN, in a recent discussion before the Brooklyn Ethical Association, used the doctrine of conservation of energy to teach that of moral responsibility. A deed never dies, but its effects become causes of other effects and the chain goes on forever. Nothing once said or done can be recalled. At intervals, and as occasions offer impressive instances of the continuity of influence, this lesson should be brought home to our pupils. The physics class is one good place to teach it; and, on the other hand, preparations for an apprehension of the law as we find it operating in physical nature may be laid in opportune lessons on its action in the world of morals. It is a great thought.

"Some of my days are like heaven," said a teacher in a primary school; "I am perfectly happy to be with my children; and as I grow older these days form a larger percentage. There are days when some of the children seem physically unwilling to have any one even touch them. Once I thought it was wickedness, and I sought to banish it by severity; now I try the power of song and marching. I find if I rouse the blood a little, if I can get a burst of laughter, a ripple of smiles, there is a change in the mental atmosphere." (This is a subject well worth investigating.)

Teachers like to brag a bit once in awhile, just as editors and other folks do, but they sometimes exhibit weaknesses in their teaching when they think they are advertising merits. For instance, a teacher told another how brilliantly her children would enlarge upon the stories given them for reproduction, sometimes contributing entire incidents from their own imaginations and otherwise, "adorning the tale." Think twice before you allow your children to do this, teachers. When they invent their own stories, let them invent *ad libitum*, but when the object is to reproduce a story told them as a memory exercise, insist upon its being reproduced as given—not word for word perhaps, but point for point. Otherwise the talent of the gossip, rather than that of the historian will be cultivated and some of your pupils will become unable to remember "just what was said" because of the habit the fancy has acquired of interfering. Insist on a correct account of what happened in the story. Let the reproduction stories cultivate careful messengers and truthful reporters, if they do nothing more.

A contributor accuses the sciences of "elbowing the three Rs until they are compressed into the least possible space in the educational curriculum." The impression that the attitude of science teaching toward the

three Rs is hostile, is the reverse of true. Science teaching has too much use for the three Rs to crowd them up into inconvenient corners. Instead of this, it frees them from the narrowness of their past confines, by utilizing them throughout its own broad domain and at every hour of the day. It teaches them by and through this free and plentiful utilization, and teaches them better than they have ever been taught by their own devotees.

The fact that science teaching involves a better teaching of the three Rs than that of the old-time school, rests on two educational principles. One of these is *we learn to do by doing*. Where science is best taught, the pupils read, write, and cipher more than they used to and consequently learn to read, write, and cipher better than they used to. The other principle is that *assimilation depends upon appetite*. It is of no use giving a child a meal before the last is digested, and this had to be done by the old methods because digestion was so awfully slow. Science quickens digestion. The young reader, instead of laboring to put the alleged soul of the elocutionist into a sentence and then pausing to wonder "How did that sound?" reads the sentence for the wonderful fact it contains, stops to ponder that fact, and then goes avidly for the next. Science teaching has given him an appetite and he assimilates both fact and form as fast as the hungry man does good, wholesome food.

The *mechanics* of reading, writing, and arithmetic are being crowded into corners, it is true, but that is where they belong.

It is well for the teacher to hold in mind, that, however bare the school walls, however flat the prairie that stretches away from the school-room windows, still she is located squarely in the center of the universe. No decaying log can be pushed aside, no stone can be overturned, without revealing mines of observation material for the children. Then follows the language work, oral and written. "See the bug" becomes a truth. The earthworm slips nimbly into his retreat downward through layers of geographical subject matter; the spider scurries away, disappearing behind Robert Bruce and history. The ants begin their proverbial lesson to the sluggard by hastening to transfer their eggs to deeper vaults. How many eggs are there to a square inch? How long does it take that big fellow to carry an egg below and come back for another? How long would the whole take him if he had no help? It's well he has company! How are ants like human beings? This log we pushed away is rotting—what does that mean? How is mold made? Let's put the log back, to give the ants their roof again.

—W. J. Kenyon.

The real causes for the existence of mechanical schools at the present stage of civilization are no other than corruption and selfishness on the part of school officials, and unjustifiable ignorance, as well as criminal negligence, on the part of parents.—Dr. J. M. Rice.

Humor in the Class-Room.

By E. E. K.

An exercise of mine in THE JOURNAL for July 1 has been severely criticised from the ethical standpoint. The first reproachful letter I received on this point startled me, and I examined the exercise with a view to measuring the mischief I had done. After that I expected more such criticisms from the same class of thinkers, and they came. It was an exercise in which the teacher read a bit of nonsense to the class and asked for compositions on that model. Its main purpose was to dissipate dullness that was oppressing the study hour. The model was an extravaganza, and my correspondents feared it would teach lying.

The conscientiousness of my critics commands respect, and their watchfulness is to be most highly commended. Teachers who give such evidence that they feel their order responsible to the rising generation in all the influences of the school-room, are the right persons to be in the school-room; yet I must take issue with the entire class of teachers who make morality oppressive by tabooing the fairy tale and the extravaganza.

The poetry, the history, and the ethics that are bound up in myth-lore are at last so generally conceded that one has to be brave to say anything now in opposition to this wonderful means of soul culture. The modern fairy tale, too, has won its footing as a means of education. These are the highest fields in which the imagination of the child is led to play and to grow beautiful, lighting up life and all its doings.

But we have also wit and humor, and many forms in which each finds play. There are the higher, poetic forms and the lower, nonsensical forms. As humor descends into pure nonsense it develops the pun and the extravaganza. These are encountered in the study of literature, and there is no better way of learning what they are than by making them. They are legitimate objects of study, though they may not deserve any considerable amount of attention. Once in the entire school course is enough for such an exercise as that under criticism.

Believing that there is a place for an exercise upon the extravaganza, I introduced it a time when the more sober work of the school dragged, and the boys seemed to need a little *fun* to wake them up. No boy capable of responding with a composition such as those instanced could be so dull as to find permission to *lie* in an invitation to amuse himself and his classmates with a "yarn." The exercise is sufficiently defended in THE JOURNAL of September 9 (page 228), but I wish to say a little more about humor in the class-room.

It is the despair of teachers of literature in high schools that the young people seem so impervious to humor. Is not this due to the formal atmosphere of school life where laughter is checked and overseriousness cultivated for eight long years? When these pupils (in any large number) are released from restraint they set up an unmusical cackle in which a strife to be heard seems the main thing, and the loud, characterless voices exhibit most painfully the lack of poetry and humor of which the literature teacher complains. These girls and boys have their jokes among themselves, but they are such as their own crude society has taught them. It is sad to think that the school could have lifted their mirth to a higher plane and has not done it.

Think—just think for a moment!—of the power of wit. Study the history of civilization for the reforms it has accomplished. What a world of antiquated folly Cervantes laid to rest with the pen that wrote Don Quixote! Yet what is Don Quixote but an extravaganza? Its author might have written literal "truth" a long time before those foolish knights would have hung up their rusty swords and sought more sensible occupation at such prosaic suggestion. In the parliaments of the world what has not wit achieved? In our electioneering campaigns here in the United States what a part is played by wit! Who shall say to what depth

it influences our politics, either for purification or for corruption?

And shall the school ignore so great a power for good or evil? Should not the school interpret *life* to the pupil? Life is not all serious. It is not all directly moral. It is not all literalism. The morality of humor is indirect. It relieves the powers of serious application and sets the nerves vibrating with fresh strength. And in the voice of a good man it often turns the world the right way when the most righteous literalism fails.

But (and this is a consideration worthy of extended thought among teachers) as a weapon wielded by the corruptionist it often turns the world and individuals the *wrong* way, in spite of the strongest reasoning. Young people should be prepared for the shafts of wit so as to take them at their true value. Wit and humor should form an organic part of their school life.

A high school teacher advised his boys never to do anything to-day that could be put off till to-morrow. It did the boys no harm. They knew that no such motto had made him a successful teacher. They used it to run one another for dilatoriness, and adopted the opposite rule more distinctly than before for their own guidance.

A school principal had his moustache taken off. The task of opening school on Monday morning was a perilous one. The occasion would have gone off with dignified reserve, not to say painful solemnity, but for a giddy teacher who presided at the piano. Feelingsomething in the air akin to a suppressed explosion, and puzzled by it and the half-heartedness of the singing, she looked up inquiringly at her principal and for the first time observed his loss. The minx laughed outright, and the restraint among the pupils gave way to broad grins and sly giggles. At last the principal himself broke down, and that was the signal for a shout of laughter. For several minutes the school was convulsed; the teachers joining in the merriment until the tears rolled down their cheeks. It was "the situation" that every one laughed at, and the resistless infection of mirth that made the laugh so hearty. There was no thought of ridiculing the principal—yet I am afraid my over-anxious critics would have suppressed that laughter on the ground of disrespect.

It did every one good, and induced a general harmony that brought teachers and pupils, school and principal nearer together. The smile that circulated in each class-room entered by the principal that morning in the discharge of his peripatetic duties expressed increased liking. It was so good to have a joke in common with "the old man," especially one at his own expense! School was not prosaic to any one that day.

A merry laugh in an adjoining room caused a primary teacher to open her neighbor's door to see what the joke was. The class had just opened to a new page in their first reading book. The picture was irresistibly funny, but had never appeared so before to this teacher, who used the same book "I don't see how it is," she said. "My children never laughed at that picture, though they are not so well disciplined as yours, for they peep ahead in their books when they should be attending to the day's lesson, while to yours this page is evidently quite new." "My children and I enjoy such things together," was the significant answer of the other teacher.

Why should children or others miss any of the fun that is going? Life should be made less serious and more so at the same time. Do not let us be jealous of a little harmless nonsense in school, but rejoice that it is relished and use it for ethical purposes.

All that does not grow out of one's inner being oppresses and defaces the individuality of man; instead of developing nature, it makes it a caricature. Shall we never cease to stamp human nature, even in childhood, like coins, instead of letting it develop itself according to the law of life?—*Frabel*.

In spirit, our teachers probably have no equal, but in conducting a recitation the German schoolmaster excels.
—Dr. J. M. Rice.

The German Method in Primary Number.

(From a paper read by Miss Julia A. White before a meeting of teachers.)

I need make no apology for advocating the German method of teaching numbers with all the energy and candor at my command, for I believe there are many teachers who, though they know something of this system and profess to use it, still do not use it in all its purity and simplicity. They make more of its name than of its nature. They fail utterly to understand as they do to practice the only important difference between the present Grube method and the old-fashioned grub method, and in this there is little reason for surprise and less for censure, for many of the educational publications of the day describe it, and explain it, and dilate upon it with descriptions and explanations that in the light of truth only serve to illustrate again how readily "fools rush in where wise men fear to tread." Several text-books even are now before the public whose authors and publishers claim to have incorporated in them the essential features of the Grube system. We may dismiss them with the positive statement that there are in America to-day only three publications in which may be recognized the psychological features of the Grube method as understood and applied in Germany. The best of these and the only one worth mentioning is Dr. Levi Seeley's Grube Method, published by E. L. Kellogg & Co., of New York City. The admirable work is used in our Bennington schools.

Quite recently I visited a school of my own grade, but in another town, and much to my delight I found the lesson to be on numbers. The number taken up was nineteen, and I was at once interested when I was told that the German method would be followed, but after a few moments I became confused, for the teacher's presentation of the subject lacked all the points that distinguish this method from no method. The steps taken in the development of the number bore no proper relation to each other. The logical connection which must be preserved to hold the interest of the children was nowhere to be discovered. The air of the class was that of dreary somnambulism and attention under protest, not even relieved by the teacher's falling back upon that abomination of her own school days, the tables.

After the class-work was ended, I asked her if she liked the German method. She replied that she liked it pretty well. I then asked her if she would please tell me about it and why she did certain things. Her answer in regard to the latter was that she did not know any other way and that she, in fact, did not know much about the German method anyway.

Considerable inquiry convinces me that the German method has too many advocates who, like this teacher, claim to use the system, while secretly conscious that they know little about it. It is a case in which we should pray that a great educational principle may be delivered from some of its friends.

In a widely published article, a well-known teacher some time ago expressed her disapproval of the method in language that convinced me that she could not be thoroughly conversant with it or its results.

Her objection to so "exhaustive a treatment of number, limited often to operations between *one* and *five* in the lowest grade" is based upon the ground that it "is confusing to the child of ordinary brain power." Now the writer of that article should have known that the work of the first year includes the numbers from *one* to *ten*, and she should have known too that the distinctive feature of the method is its lack of confusion when employed by one who comprehends the child.

The Rev. Robert H. Quick, author of "Educational Reformers," speaks most favorably of this method.

He calls attention to the fact that unless there is a radical change in methods of teaching this subject there is but little hope of good arithmetic, and adds, "I HOLD THAT THE MOST IMPORTANT STAGE IS THE FIRST STAGE." He further says, "One of the most valuable results of

intellectual education is the power to discriminate between facts and conventions. In the first stage of arithmetic the great point is to keep to facts." Put your minds for a moment on that phrase about distinguishing between *facts* and *conventions*.

The old system by tables is a purely *conventional* system. It separates the fundamental operations in numbers without any attempt to show their relations. Now the *facts* are that the fundamental operations are beautifully related in principle and in practice.

"Keeping to facts," is the first strong point in the German system. It holds that addition, subtraction, multiplication, division, and simple fractions should be taught together in the small numbers. The child thus learns to associate the processes and he is at once ready to apply his knowledge practically. So all the child's early years are, from the first, spent in contact with just such arithmetical operations as are common in the business world. Objects are used to aid the childish mind until it can grasp the ideas and reproduce the relations without their assistance.

As the method is purely elementary, Grube discusses only the first four years of the child's school life, the end to be reached being a thorough knowledge of the fundamental rules and common fractions. His course is divided into three parts:

I. Whole numbers from 1 to 100, employing the first two years.

II. Whole numbers above 100, employing the third year, and

III. Fractions, employing the fourth year. *Fractions in their simple forms are taught throughout the entire system.* It makes the first year's work a study of the numbers from *one* to *ten*, laying a solid foundation. It associates the idea of numbers with objects.

Insisting upon complete statements it forms an excellent language lesson. The child acquires the habit of close observation. Developing and training the attention, it forms the habit of thoughtfulness in the child, while it gives pleasure, awakening a love for the study of numbers. It also makes the child self-active.

Robert Quick says: "Those who are new to the subject will be surprised to find how much there is to learn about the ten units. Many of us have not examined the notion of number in our own minds, still less in the minds of children."

[CONCLUDED NEXT MONTH.]

We sometimes hear the word "dutiolatry" used with the implied suggestion of an undue allegiance to duty, an implied servitude of the soul which is not in accord with its free nature. The very word itself is a protest against that duty which is a bondage, or a worship of duty for its own sake,—a grudging and counted service, and not the free outflow of the soul in an eager desire to do the right. There is suggested to the mind, in contrast with it, a more enlarged, higher, and more truly free state, which, far broader and wider than mere duty, comprehends duty, but also far more. It is a state in which we spontaneously, and with our whole instinctive nature, desire and do the right.

—S. S. Times.

The pupils read and write better and cipher at least as well in schools where the work is most thoughtful—that is, where most is done to lead the pupils to acquire ideas by being brought into relation with things, instead of with words, signs, and symbols. I found by far the best reading in the schools in which the pupils were taught to read through science lessons; and by far the best results in written language where the children began to express the results of their own observations in their own words as early as the fifth or sixth month of school life.

—Dr. J. M. Rice.

We remember nothing so well when we are old as those things which we learned when we were young.—*Roger Ascham.*

PRIMARY METHODS

Combined Method of Teaching Reading. IV.

By ELLEN E. KENYON.
THE MECHANICS.

[CONTINUED FROM LAST MONTH.]

(b.) The pupil has dictated *cat* and *kid* with serene indifference, perhaps, to the fact that in these two words the same sound is differently represented. The teacher calls for *like*, and, at the third sound, asks, "Shall I make it as I did in *cat*, or as I did in *kid*?" Then in a B. B., space to be subsequently received for the compilation, in this manner, by the children of a phonetic alphabet, she records the two ways of representing this one sound, saying, as she writes, "the letter c," and "the letter k." After this, the children, in phonetic dictation will tell whether they mean "c, the letter c," or "c, the letter k." In the word *black*, "the letter c" is dictated and silent k, which is cancelled.

(c.) The words *can*, *rat*, etc., have taught the children how to represent the sound *ā*. In *Kate*, they find another sound represented by the same letter. Lead them to suggest a way of marking this letter so as to know when it means *ā* and when it means *ā* and record the symbols *ā* and *ā* in the growing phonetic alphabet.

(d.) The pupil has learned that *o* may mean *o*, as in *do*, or *o*, as in love. The word *one* comes up for explanation, and, if he is sharp, he will say there ought to be two *o*'s, thus; *oo*. The teacher, however, stands by the dictionary, and calls for a way of marking

the one *o*, so as to show that it stands for two. The result, *one*, need not be recorded, as this word is the only instance of its kind.

(e.) The words *been* and *of* may be marked thus: *beēn*, *ōf*. (No record.)

(f.) The obscure sound of *e* in *paper* may be distinguished by some mark agreed upon by teacher and class, as *ē*.

(g.) The initial *y*, having the same sound as *i* in *pique*, may receive the same mark *y*.

(h.) The *n* in *thing* corresponds to the *n* in *think*, and the *g* is silent.

(i.) It sometimes requires two letters to represent one sound, as *sh*. Again two sounds are represented by the single letter *x*, in which case the children may dictate "c, s, the letter x."

(j.) The following words need no special marking, the pupils being provided with signs for their pronunciation: *vēin*, *prēy* look, food, loud, now. Final *w*, like initial *w*, is simply *o*.

(k.) In *what*, *where*, etc., the first two letters may be marked thus *wh* and pronounced *hō*. Many teachers find it easier, how-

ever, to purse the lips as for whistling, blow the breath through them and go on with the other sounds of the word. This produces the *wh* sound and the children like to do it. Here, as elsewhere, seek the shortest line of resistance.

(l.) There is a controversy about the final *y* in such words as *lily*. This is decided in the preface to Webster.

The following chart summarizes the above and may be used by the teacher for reference:

Cāgē fēar want drēss slēep
twīgē hōmē tūnē šurē plēāsūrē
bāng blōek thīnk jūg lovē of off
shē āx chēssē thērē ām fār loek
vēin āir fār jōē prēy lily rudē
nēw āh whāt quēer hēr āsk
būzz.

Exercises. (a) Pupils give all the words they can think of built upon a given vowel sound, as *fan*, *am*, *hat*, etc. Teacher may write the letter five or six times in a column and add the

necessary letters before and after to make this group of words. This exercise and the two following, however, should be given at first without B.B. work. Otherwise eye-work will take the place of ear-work with the very pupils whose auditory faculty most needs training. (b) Pupils name words beginning with a given sound. (c) Pupils name words ending with a given sound. In *b*, and *c*, the first sounds allotted for practice should be those that can be prolonged indefinitely, as *l*, *m*, *n*, *r*. The explosives *b*, *d*, *g*, *h*, *k*, etc., are much more difficult, especially as initials. When first used, they should be at the ends of words. (A very great simplification of phonetic work for beginners in reading has been lately effected in the schools of Brooklyn.)

As the grouping of words goes on, sets are arbitrarily completed with little trouble that would give a good deal if taught by wholly arbitrary methods. For instance, the class know some of the digital figures, some of the corresponding words, and some digital word-forms of whose corresponding figures they are, as yet, ignorant. Place the following

naught one two three four five six seven eight nine
0 1 2 3 4 5 6 7 8 9

on some part of the blackboard, where it can remain several days. Use it as a reference, and otherwise call attention to it. Have number lessons in which it assists. Use the word *naughty* somewhere in your reading lessons. Laughingly suggest that it must mean "good for naught."

Again, some of the words naming colors are known. Write *black*, *white*, *brown*, *blue*, *red*, *yellow*, *orange*, *red*, and *green* in a column. Distinguish some of these with chalk of the color named. Use *orange* as a noun in some lesson where it naturally falls in line. Use the color list also, as a reference, and leave it standing until this set of words is fully known. Children accustomed to a pleasant school atmosphere and to plenty of free reading think it very nice to have their knowledge extended in this way.

"Who sees a word that has several letters like several letters in another word?" This question introduces a grouping of words on the old "a-b, ab" plan. Well the writer remembers enjoying the "fun" of running up and down such columns as:

ba	ma	fla	cra	ab	an	ast
be	me	fle	cre	eb	en	est
bi	mi	fly	cri	ib	in	ist
bo	mo	flo	cro	ob	on	ost
bu	mu	flu	cru	ub	un	ust, etc.

Why the system failed in schools is a question for the teachers of those days to answer. It must have been made a dreary, dry feature of a dreary, dry routine.

Let us assume that by this time our little readers have become individually masters of from 150 to 200 words, and that the class property in these words, the Word Bank, the ready recognition vocabulary in which no one (scarcely any one) fails at any point, is composed of the following 100 words:

baby	I	how	knew	knit	nine	air	go
fly	Lucy	don't	white	stockings	ten	news	all
see	plg	live	yellow	am	papa	paper	write
fall	school	lively	red	then	day	tell	give
wings	children	king	green	we	they	press	look
alive	think	some	blue	one	likes	do	rolls
eyes	small	aunt	violet	two	who	print	fold
eat	island	brother	orange	three	no	large	up
walk	man	people	you	four	Frank	it	call
stone	swift	what	love	five	when	puts	in
my	will	scratch	mind	six	fire	out	for
can	make	play	enough	seven	fathers	takes	at
		milk	now	eight	new		

To the teacher's foregoing question children respond by grouping *fall*, *all*, *small*, *call*. Some one will remember *ball*, *hall*, *pull*, *stall*, *tall*, or *wall* from reading lessons. Some one may suggest *crawl*. As it is against the rules of these games to attempt to classify words of whose appearance the player is not *sure*, this is counted a miss, and the young man is put out of the game. The teacher will win this game, for she can supply the *all* words not at the command of the children. With a bright, "Oh, I know several more" she may complete the list, pronouncing the words as she writes them. Some one will volunteer to name all the words "down and up." This may be done by the volunteer and by all in concert, and the set quickly erased to make room for another.

The pupils, returning to the search, announce severally: "I see two words alike in more than one letter," "I see three," etc. The child who claims the largest number may name the letters

that constitute the basis of similarity, or may step to the board and write them. Then his classmates may help him re-collect them, as excitement may hinder him from easily finding them again. If, by united effort, the teacher assisting, the vaunted number is not found, the player is "out," and the child claiming the next highest number has his turn. Thus the following and other groups may be made: *ee*, see, green, three, *bee*, *gee*, *Lee*; *ing*, wings, king, *thing*, *ring*, *finger*, *sing*, *sting*, *bring*; *an*, island, man, orange, Frank, *ran*, *pan*, *fan*, *hand*, *sand*, *stand*, etc.

Order must come out of chaos in the historic way. Classification is always rough at first, and if the child is allowed his own way he will repeat history. If the teacher were collecting the *an* words with a phonetic principle in view she would not include *orange* or *Frank*. The child, lost in eye work and indifferent to the powers of these combinations (except as they gently force themselves upon his attention in the course of the grouping), legitimately includes any word that has the group of letters upon which he is classifying.

The italicized words are those contributed from the world of words outside the list. They are the private property of the pupils who have acquired them or of the teacher. As soon as, by adequate test, they are found to be public property as well, they are admitted as currency and may be deposited in the Bank. The children will soon begin to realize a rapid increase of their word lore from this source. And thus is introduced the phonetic

Step IV, in which phonics becomes a means of pronouncing new words. It consists of the word-building game. A pupil gives a sound to build upon. At first, the teacher adds the rest of the word, letter by letter, the class pronouncing as she writes, thus: *i*, *ig*, *igh*, *ight*, *right*, *fright*. Later, some pupil, with a word in mind may dictate its successive sounds. A variation of this game is for a pupil to write and mark some entire word, perfectly known to him, but not to all of his classmates, and challenge pronunciation. It will have to be a word all of whose markings are familiar. The completion of the phonetic chart must be allowed to proceed slowly.

All sounds and their markings should be recorded on some otherwise unused part of the blackboard. The list should be rearranged, from time to time, to bring different sounds of the same letter together. Lead the pupils to dictate the rearrangement. Finally, the foregoing chart of phonetically marked words for the teacher's use, may take the place of the pupil-made chart of single sounds for their use also. This point has been reached at the close of a five-months' term. Teachers who keep their pupils a year may introduce the word chart later and to better advantage.

The fourth step in phonetics includes the pulling apart and re-building of words. The game may be called *Card Houses* and may be played at a table with letter cards, if the pupils weary of the blackboard. Such material as sentence, word, and letter cards, however, amounts to very little of real value to the systematic teacher. Work of this sort is better conducted at the blackboard, where silent letters can be canceled, etc. Such successions as the following will occur rapidly under the dictation of the pupils who tell what to write or what to erase (a false dictation is a miss and counts the player "out"); *plāne*, *lāne*, *ān*, *rān*, *rāt*, *slāt*, *slāte*, *lāte*, *āte*, etc.

The necessity of changing the mark over the *a* when the silent *e* is dropped or resumed, opens a series of observations that will in time discover all the rules of spelling.

If the backward pupils (where group teaching is not the rule) are taken together frequently "for a quiet little game all by ourselves" their interest will increase and they will gain courage to participate more actively in the class games. These pupils should be constantly encouraged to venture and coaxed forward by the teacher. What many of them need to learn is not so much to observe and think as to express.

"Busy work" in the games just described is full of danger. The utmost skill of the teacher can scarce prevent the *misspelled word*, a horror to be prevented by every precaution, from creeping into line upon the sates and desks. *Do not let a pupil write or otherwise compose a word of which he is not sure in advance.*

Step V, in phonetics, introduces written spelling. Nothing is said to the pupil about spelling, but he is required to copy a group of words or a sentence and then to write the same from dictation. Oral spelling should never be begun until all the elements of phonetics are thoroughly mastered. Then it has a legitimate place, being a great help to the "ear-minded." It will be treated later in this course, as constituting the sixth and last step of a progressive phonetic system.

THE LIBERAL SIDE.

This is December, and Christmas talk is the order of the day. Is there any literature in this subject?—any science? No subject is richer in either.

For history (which is both literature and science) we have the "old, old story" of the Man who died for those that hated and spitefully used him. The extent to which this story may be safely drawn upon will depend somewhat upon the neighborhood. Be not over zealous. Christmas-tide is no time for wrangles.

Then there is the Christmas myth—the veiled history so potent in character-building. Is there a Santa Claus?—isn't there? What matters it? The sweet mystery in this one remaining superstition allowed to dreamy childhood is the charm and the power to be preserved and used. It is a dear illusion, which even the infant only half believes, while he clings to it so lovingly. It is no surprise or disappointment to him when he later learns that Santa Claus is a personification of Love. That Santa Claus brought these gifts and lit the Christmas tree is as true as that God gives the sunshine.

As to science: 1. Let each child bring a toy candle and examine it under the teacher's direction. How does a candle burn? The proximity of the flame melts the wax; melted, it soaks up the wick and feeds the flame. Why does it creep upward to its own destruction? Is it alive, that it climbs? Strange! Don't try to explain. Science and literature both teach religion, if relieved of the forcing process. Older pupils may glibly talk of capillary attraction, but meantime they have found something else to wonder at and eventually they will return to capillary attraction with a wonder greater than that of their childhood.

2. Let each pupil bring a branch from a Christmas tree for a lesson in "winter botany." Write and read the results of the lesson and also the statements elicited in a number lesson upon the needles and twigs.

3. Let them bring feet and heads of chickens and study animal structure to the extent of their power as students and the scope of the material. Write and read statements and conversation.

First Year's Work—Phonic Reading.

I. BEGINS.

About the sixth or seventh week in school, after about 40 words have been learned and used in a variety of sentences and stories. (These forty words have been learned by word and sentence methods, at sight as wholes.)

II. DETAILS.

1. Then begins the sound analysis of words, by the slow pronunciation of words containing mostly short vowels and the sonant letters, say, *man*, *ran*, *fan*, and so on. (Phonetic analysis.)

2. The aim now is to teach the distinct sounds of the short vowels and the sonants. The children give their own names to these sounds, as the dog sound (*r*), the cow sound (*m*) and so on.

3. The combination of these sounds and letters into words for the ear and eye begins almost immediately. Much has been gained for a start if the children can take the sounds and the letters in *man*, and under the teacher's guidance, themselves determine the words *am* and *an*. (Phonetic synthesis.)

The letters treated are the short sounds of the vowels and the sonants first (that is, *a*, *e*, *i*, *o*, *u*, and *f*, *j*, *m*, *n*, *s*, *y*, *w*, *u*, *c* soft, and *g*). Later the mutes may occur as final consonants and then as initial consonants.

4. By this time oral spelling may easily take the place of slow pronunciations.

5. No phonetic spellings or diacritical marks are to be allowed.

6. The work is to be done apart from the reading lessons.

III. ORDER OF TEACHING.

1. Now the order of work may be:—

(a) The teacher's board work in arranging the busy work. This may be in any fantastic form the teacher may desire.

(b) Busy work of the children in taking the phonogram (the syllable concerned) and placing with it, the given consonants. (This is a drill for the eye in form analogies.)

(c) The lists of words made by the children in their busy work on their slates, are to be sounded by them. This as a drill to the ear in sound analogies.

(d) Later they are to reproduce them orally and in writing from memory.

IV. THE VOCABULARY.

The words are to be at first those formed by the short vowel sounds and the consonants, occurring singly; as *man*, *rat*, etc.

2. Words showing the effect of a final silent *e* on the sound of the preceding vowel; as *man*, *mane*, *hop*, *hope*, etc.

4. Words with *s* and *'s* added.

4. Words ending in double consonants; as *ash*, *rash*, etc.

5. Words beginning with double consonants, as *slap*, *flag*, etc.

6. All other words that occur in the First Reader or Readers used, and that do not fall into the lists of analogies as indicated below.

V. THE WORD LISTS.

1st. Set.

1. *Man*, *an*, *am*.

2. *an*, *fan*, *man*, *ran*.

3. *am*, *ram*, *Sam*.

4. *at*, *fat*, *mat*, *Nat*, *rat*, *sat*.

5. *map*, *nap*, *rap*, *sap*, *lap*.

6. *rag*, *nag*, *bag*.

7. *lad*, *mad*, *sad*.

8. *at*, *fat*, *mat*, *Nat*, *rat*, *sat*, *pat*, *tat*, *vat*, *cat*, *hat*.

9. lap, map, nap, rap, sap, cap, gap, tap.
10. men, Ben, den, pen, hen, ten.
11. let, net, met, set, bet, get, pet.
12. leg, keg, Meg, hem.
13. lag, nag, rag, bag, wag.
14. an, fan, man, ran, can, Dan, tan.
15. it, fit, lit, sit, wit, bit, hit, pit.
16. lip, nip, sip, dip, hip, tip.
17. lad, mad, sad, bad, had, pad.
18. lid, bid, di-l, hid, kid.
19. fib, nib, bib.
20. log, jog, fog, bog, dog, hog.
21. top, fop, lop, sop, pop, hop.
22. nab, gab, cab.
23. mug, dug, hug, pug, tug.
24. hub, tub, rub-a-dub.
25. up, cup, sup.
26. dim, him, in, din, kin, pin, tin, sin, win.
27. is, his.
28. but, cut, nut.
29. fun, sun, Bun, gun.
30. lot, sot, not, dot, hot, pot, tot.
31. nod, sod, God, pod.
32. sob, fob, bob, cob.
33. ned, bed, fed, led, red.
34. am, ham, ram, Sam, dam, lam, as, has, gas.
35. fill, will, sill, mill, bill, hill, pill, till.
36. fur, cur.

2nd Set.

Man, mane, fat, fate, dam, dame, mat, faces, mate, rat, rate, mad, made, can, cane, hat, hate, cap, cape, tap, tape, lame, came, make, take, gave, race, care, bit, bite, bid, hide, dim, dime, pin, pine, kite, side, like, ride, fine, nice, time, hop, hope, not, note, nose, move, tub, tube, cube, cut, cute, use, here.

3rd Set.

Fans, rams, mats, rats, Nat's, maps, naps, raps, laps, rags, nags, bags, lad's, pats, vats, cats, hats, caps, gaps, taps, Ben's, dens, pens, hens, tens, nets, sets, bets, gets, pets, legs, kegs, Meg's, hems, lags, wags, man's, cans, Dan's, tans, its, fits, sits, bits, hits, pits, lips, nips, sips, dips, hips, tips, pads, lids, bids, kids, fibs, bibs, logs, jogs, fogs, bogs, dogs, hogs, tops, pops, hops, nob's, Tab's, cabs, mugs, hugs, pugs, tugs, hubs, cups, sups, dims, pins, tins, sins, wins, but's, cuts, nuts, suns, Bun's, guns, lots, dots, pots, tots, nods, God's, pods, sobs, bobs, cobs, Ned's, beds, lame, rams, Sam's, dams, sills, mills, bills, kills, pills, furs, curs, manes, dames, mates, canes, hates, capes, lames, makes, takes, cares, bites, hides, dimes, pines, kites, sides, likes, rides, times, hopes, notes, moves, tubes, cubes, here's, races, faces, uses.

(It will be necessary to teach only a few of these. The children quickly learn to sound this final s.)

4th and 5th sets will be represented next week.

6th Set.

In the lists given above these are 334 words which can easily be taught by Christmas (beginning in September) together with such words in the First Reader as do not occur in these lists.

In Barnes' First Reader, say, the words that are not in these lists and that would have to be added to them, are very few. For instance, 68 of them may be thrown into lines of analogy, and taught by sign and form likeness as the other were, as follows:

Be, we, me, he, the, she, see, sees, seen, seek, feed, keep, tree, feed, steer, sir, girl, girls, bird, birds, by, shy, fly, try, my, why, O no, go, ho, so, fro, ago, Fido, old, cold, hold, holds, toy, toys, boy, boys, Roy, sow, snow, glow, fear, dear, clear, do, who, too, now, how, down, look, book, good, one, come, some, too, soon, food, all, fall, small.

This leaves only 66 words to be taught by sight as follows:—I, box, six, yes, are, was, start, ha, what, you, your, her, floor put, full, a, have, they, where, there, march, for, soil, say, hay, water, warm, shawl, alway, always, each, high, give, born, said, find, hind, please, were, caught, spied, into, hurrah, afraid, running, coming, hunting, under, over, rover, other, sister, funny, merry, Kitty, pretty, puppy, Mary, pony, very, many, little, mama, apple, apples.

But by this time there are at least one dozen of these words that the children would be able to sound themselves with a little guidance. Here are 468 words by Christmas time, not counting the 4th and 5th sets, many of the words of which have been also taken during the term. Can it be done? Yes, I quote from the report of the superintendent of the Athens city schools (Ga.), where these plans are followed:

"One of our first grades this year completed four readers. That means that pupils, who last September did not know a letter in the book, have finished four readers, and that, too, in addition to learning to write a legible hand, spell, number work, etc. Our method of teaching primary reading is a combination of the Word, Phonic, and Sentence methods." (Nearly 1,000 words, excluding duplicates.)

The words from Barnes' First Reader are cited in order to show how a teacher needs to plan her work in using this method and these lists with any book.

E. C. BRANSON.

A First Term Grammar Lesson.

Obj. To review the verbs *write* and *take*.

(a.) The blackboard, chalk, slate, and pencil are used. After a little talk about the use of these things, leading up to what is wanted, the following questions are asked:

(b.) What do you do with the chalk? It is on my desk; how shall I get it? What *did* I do? Writes the word *dog* on B. B. What *did* I do? The slate and pencil are on the desk; how will you get them, John? To pupils, in seat:—What did John *do*? Henry is told to write a word on the slate; while writing he is asked what he is *doing*. The other pupils are asked what John is *doing*. After he has written, he, and then the others, are asked what he *did*, what he *has done* and what he *has been doing*. Two boys take slates and write, and questions are asked about them. Then all take slates and write, telling what they *have done*, while writing telling what they *are doing*, and afterwards what they *have been doing*.

Taking rows of boys, these questions are asked:—

When we wish to write what do we do first?

What does John do?

What do I do?

What do the boys do?

What do you do, Henry?

After we have our pencils what do we do?

What does Henry do?

What do I do?

What do the boys do?

John, what do you do?

More questions are asked (the children answering in sentences) until all the required forms of the verbs have been obtained.

F. L. S.

Physics and Language. II.

By SARAH E. GRISWOLD.

The following simple experiments may be performed in any school-room. It is hoped that the interest aroused by them may awaken the child to some of the changes taking place about him, of the forces causing them, and of the conditions necessary for their action.

Observation of the common forms of water and of the conditions under which the different forms are seen will give the child a fund of experience which will prove valuable in future work in geography.

In describing these experiments and in expressing their thoughts in regard to them, the children will need to use many of the words before used in the work on "Solution and Crystallization." This gives repetition of the words, which may be necessary, and enables the child to become familiar with the written and printed, as well as with the oral word.

The material used for the work may be unlike that described, but the conditions may remain the same. The work suggested covered considerable time and was the theme of some general talks as well as the special lessons. Several sets of pans, glass fruit jars, and other convenient dishes were provided. Each set contained two dishes, one having a large and the other a small open surface.

The children were allowed to measure and put into several of these sets, equal quantities of water. One set was then placed over the register, one set on the window-sill, one in the open air, and another covered. Other sets, could be placed under different conditions if the teacher wished and the surroundings allowed.

The teacher wrote on the blackboard and encouraged the children to write the new words used and many of the others that it was thought best to have them see and use again. Sentences describing the work done were given by the children, written by the teacher in the proper order to form a clear description and the whole read by the children before being erased. Questions were written by the teacher during this exercise, whenever they seemed helpful in leading the children to more definite thinking.

The sentences thus written were similar to the following:

"We put one pint of water into a quart jar.

We measured the water with a gill measure. It takes four gills to make one pint.

The quart jar is half full.

Eddie thinks two pints would fill the jar.

How many gills would that make.

We put another pint of water into a shallow pan.

Then we put the jar and the pan on the register.

We shall leave them there all day and all night.

To-morrow we shall look at them again."

Other sentences describing the placing of the different sets were also written.

The children were asked to tell as much as they could about what had been done by writing sentences on the blackboard.

Different children told the story in different ways as individual thought suggested. One or two examples will suffice to indicate what was given.

"We put a pint of water into a jar.
We put a pint of water into a pan,
We put the pan and the jar on the register."

MABEL.

"There is a pan on the register.
There is a jar on the register too.
We put four gills of water into the jar,
We put four gills of water into the pan."

HELEN.

On the next day the water was again measured. The quantity in the pan was compared with that put in the day before.

Many questions in number came, as:—

If there are three gills of water in the pan now, how much has gone away?

What part of the pint of water has gone away?

What part of the pint of water is left?

The quantity of water in the pan was compared with that in the jar and the children asked to try to account for the difference.

Comparisons were then made between the quantities in the two dishes in other sets and between sets that had been placed under different conditions. In each case the children were led to look for the cause of the difference noted. (The experiment may be repeated with different quantities of water, allowing them to stand longer periods of time or with any other variations that seem helpful in awakening an interest in similar out-of-door observations.)

The pan was allowed to stand until the water was all gone. Where did it go? Where have you ever known water to go away? The vanishing of the dew, the drying of muddy roads, drying of wet clothes and many other instances were given.



What makes the water go away? Where does it go to? Will it come back again? These and similar questions lead to closer observation on the part of the children.

The writing was introduced into every exercise as before indicated, the children read sentences written by the teacher; also their own written sentences and those of their classmates.

To aid the children in deciding some of the questions suggested, other experiments were given.

The children were allowed to put a quantity of water into a glass beaker. (If that is not at hand, a tin cup will do.) This was placed on a stand over a lighted alcohol lamp. What is felt from the flame of the lamp?

The children were led to notice the water closely as it began to boil. They saw and tried to account for the bubbles.

As the water rapidly disappeared, comparison was made between this and the places where they had known it to go slowly. Why is this disappearing so rapidly? What do we see rising from the cup? Where have you seen something similar? What becomes of the vapor?

Can we cause it to change to water again?

A cold glass (a slate or other substance may be used) was then held over or near the cup, on which the vapor condensed. Enough repetition of this to make the children sure of the result when a cold substance or body comes in contact with vapor, should be given in various ways.

The children were again led to give examples of similar things seen at home and out of doors.

In connection with this work and following the last experiment, the two stories, "What the Fire Sprites Did," and "The Vapor Family," were read to the children. These are found in "Cat-Tails and Other Tales," by Mary H. Howlston.

"A Million Little Diamonds" was learned and sung with keen appreciation.

The story of "The Swan Maidens" also the "Palace of Alkinöös," two beautiful cloud myths, were told to the children and in the songs and stories the written work was constantly introduced.

The stories were re-told orally and by drawings on the black-board. The lake and its surrounding hills, as described in "The Vapor Family," were molded at the sand-table; and drawings of the lamp, stand, and cup were made from the objects, to tell what had been used in finding out about what the heat did to the water.

It is needless to say that this work was a source of delight to pupils and teacher.

The two Cloud Myths referred to have been charmingly told in a new book of "Nature Myths and stories for Little Children" by Miss Cooke, published by A. Flanagan, Chicago.

Reproduction Stories.

"Three wise men of Gotham
Went to sea in a bowl;
If the bowl had been stronger
My story would have been longer."

1. Dick Whittington was a poor boy. His parents were both dead and he had not a friend in the world, but he was strong and willing to work.

2. He had heard of a great city called London, and he thought he was sure to find work there. So he tied all his things up in a little bundle and started off.

3. He trudged on, day after day, and at last grew very tired, for London was a long way off. Before he got there, he had spent his last penny.

4. While he was resting on a pile of stones a man in a wagon drove up and offered to take him the rest of the way.

5. When Dick reached the city he could do nothing but walk about the streets and look into the shop windows. He was a country boy and did not know what to do in such a noisy place.

6. When night came, he sat down to rest on the steps of a large house and soon fell asleep. The owner of the house found him there and woke him up.

7. When Dick told the man how poor he was, the man gave him work in his house. He had to run errands, to clean the silver, to bring in coal and wood and to help the cook.

8. But his troubles were not over. The cook scolded him, no matter how well he did his work, and sometimes she whipped him.

9. He had to sleep in the garret, where the rats and mice ran about all night. A kind woman, hearing this, gave him a cat and he and the cat soon became fast friends.

10. But the cook treated him so badly that at last he took his cat and his bundle and went away. He thought he would leave London.

11. While he sat, resting, just outside the city, the church bells began to ring. They seemed to say, "Turn again, Whittington, Lord Mayor of London."

12. Now, the Lord Mayor is not exactly a king, but he is a very great man, and Dick thought to be Lord Mayor of London would be a fine thing; so he went back to his master's house.

13. Dick's master sent a ship to Africa with a great many things for sale. All the servants sent something on the ship to sell. Dick sent his cat, because he had nothing else.

14. Dick was very lonely without his cat, but at last some very good news came. A king in Africa, who could not eat his dinner in peace for the rats and mice, had bought the cat for a great deal of money.

15. The money was brought safely home to Dick and he was no longer a poor boy. His master took care of his money for him, buying more ships with it.

16. Dick was now able to exchange his work for study, and he grew up as much of a gentleman as his master, and married his master's daughter.

17. Strangest of all, what the church bell had said came true. Dick Whittington became Lord Mayor of London.

[We have divided the story to adapt it to quite young children. It may require still further adaptation for the very youngest. If one paragraph a day is taught and its subject matter elaborated in the number, reading, object, and language lessons, the story may be made exceedingly profitable. It is a fit subject for any primary grade. A good daily plan is for the teacher to read from the beginning, including a new paragraph; have the new part told and retold and finally have the entire story told to the point reached.]

A short time ago I discontinued THE INSTITUTE and ordered THE JOURNAL. I have received a few copies and am well pleased with the paper.

Unionville, Mo.

JENNIE ANDERSON.

Naming of the Days. III.

WEDNESDAY.

By MARGARET J. CODD.

In taking up the Scandinavian legends, a wealth of poetic thought opens out before us from which we may gather treasures for the children under our charge.

A slight sketch of the northern land, its climate and its people, and all the pictures the teacher and the pupils can procure will add much to the interest of such lessons.

Those of the teachers, who have seen the Viking ship now at Chicago, may tell its story—while those, who have heard Wagner's musical rendering of the great Norse epic, will, I am sure, have impressions vivid enough to lift the work out of the dull routine of the school-room, and make it real to the children.

These stories from the far-off childhood of the world, may all be told in the simplest language, suited to the little ones who cling about our knees, or enlarged and broadened as the class may require; only never lose the poetic thought, the pathetic touch, the moral, which lies deeper than words, in all these old time Sagas.

This moral need not be forcibly dragged out and administered in regulation doses to the children; they understand through the very tones of the teacher's voice, much that they have not learned to express—as the little child feels what love is from the look in its mother's face.

For these talks upon the days of the week, skilful questioning will draw a good deal of information from the children. They may readily be led to perceive how easily *Odin's day*, or *Woden's day*, was changed to *Wednesday* and the following little story, or something similar, may be told to them for oral or written reproductions.

THE EYES OF ODIN.

Long, long ago, when the world was young, people thought strange thoughts and told strange stories.

In the far north country—the land of the midnight sun—(explain) they called the all-knowing Father Odin or Woden and they told this story about him.

Woden thought the best of all things was knowledge and he asked the two ravens who sat on his shoulders, where he might obtain this precious thing. Hugin and Munin were the names of these ravens. We call them Thought and Memory. They were very wise and old and they whispered in Woden's ear all the secrets of the world.

"O, Woden," said Munin, the wise raven, "You must drink of the pure waters of the well of knowledge; then, you will be wise and know all things."

After that the raven told him where to go to find this wonderful well and Woden traveled far, far away, till he came where he could see the bubbling waters. The giant Mimer sat by the well.

"Give me a drink of the water," said Woden.

"I may not give," said Mimer. "You must pay the price."

Then the giant told Woden that, if he would give the sight of one of his eyes, he might drink as much as he would.

Knowledge is so precious that Woden was willing to pay whatever was asked, so he gave the sight of one eye. This eye grew dim and we call it the moon; the other remained blazing with brightness and we call it the sun.

Now, when we speak of Wednesday, we may think of these people, who lived so long ago and told these stories of Woden's eyes—and of how they were willing to give all things for knowledge.

How Beaver Stole Fire From the Pines.

AN INDIAN STORY.

By ALICE KRACKOWIZER.

Once, before there were any people in the world, the animals and trees moved about and talked just like the human beings.

The pines had the secret of fire. None could get it from them. At length an unusually cold winter came, and the animals were in danger of freezing to death; the beaver then hit upon a plan.

In Idaho, on the Grande Ronde river, the pines were to hold a council. They had built a great fire and posted sentinels to keep off all intruders; But the beaver had hidden under the bank near the fire, before the sentinels were posted.

Soon a live coal rolled down the bank; the beaver seized it and ran off; he was obliged to dodge considerably to evade the pursuing pines; the river followed in his footsteps; hence its crooked, winding course.

After pursuing a while, most of the pines grew tired and halted at the river bank, where they remain to this day in a dense mass. Some went farther and are now scattered at intervals. One cedar alone kept on until it got to the top of the hill where it could see the beaver. The chase was a long one for the cedar stands all by itself at the very place where it stopped its pursuit.

The cedar saw the beaver give fire to the willows, then to the birches and then to some other kinds of wood. Since then all who have fire have gotten it from these particular woods, because they will give it up when rubbed together.

Mineralogy.

1. Put a piece of chalk into a glass of strong vinegar. Notice that bubbles of air (gas) are escaping from the chalk and rising to the surface of the liquid.

Stir with a stick and watch result. The chalk has dissolved as sugar would in water.

Put into the vinegar a little piece of common limestone or marble. Notice effect and compare with that upon the chalk. They are quite the same.

2. Put into the vinegar a lump of clay. But little gas will be given off. The clay will soften and spread on the bottom of the glass, but will not dissolve.

Do the same with a *flint pebble*, or an *agate marble* that some boy may have, and observe that the vinegar has no effect upon them.

3. For a few cents the teacher can procure at any drug store a little sulphuric acid (oil of vitriol).

Take an ordinary school pointer or better a glass rod, and carefully drop a little of the acid upon the chalk, marble, or lime stone. The gas is discharged much more quickly than before (effervescence).

Practical lesson:—Do not drop the juice of fruits upon marble, as the acid is quite sure to leave a stain.

4. Drop some of the acid upon the clay, pebble, and agate. There is no apparent effect.

5. What have we discovered from these simple experiments? First, that some stones dissolve and in doing so give off gas.

Second, that some stones do not dissolve in acids.

The first are called calcareous stones and the second silicious stones. (It is not necessary to give their names.)

6. Notice the difference in the hardness of the two kinds of stone. You can easily scratch the calcareous (lime) stones, but the silicious (flint) stones are very hard. Let teacher also strike a spark from the flint with the back of a jackknife. Tell pupils about the old-fashioned flint-lock muskets, and how in olden times before matches were invented the flint was used in kindling fires.

7. If the teacher is interested in tracing the growth of our language it will not be very difficult to call attention casually to the following:

In Latin, *calx* means *lime* (notice how much it sounds like chalk), and *silex* means *flint*. From these two old words we get our reasons for thus naming these two general kinds of stones.

Lesson Plan on Germination.

1ST. LESSON.—Give each child a seed to examine.

The Morning Glory Seed.

Once upon a time there was a lady who kept a little seed baby in a box. Poor baby! it didn't have any chance to grow, shut up in a box. However, the little thing was soon going to show the world what it could do, for one spring day the lady opened the box, saw the baby, and said, "Why, I had forgotten all about you. I must take you out and plant you in my flower bed." So, first she made the bed, just as mama does when she puts the baby to sleep.

This lady raked the little bed over, took out the hard rocks, and dropped the little seed baby in.

Then she covered it up with a brown blanket, and left it to the tender care of old nurse Nature, who loves these tiny things.

(Draw this picture on the board and let children point out seed baby, bed, and brown blanket.)

Now nurse Nature has two kind friends who help her with the babies, so she told them all about this one. I wonder who knows who these two friends are? Yes, the rain-drops fell on the little bed and made it soft, and Mr. Sun came and smiled so sweetly on the baby that the little thing thought it was time to kick out his feet and wiggle his toes.

(Draw this picture on board.)

What name shall we give to the baby's feet. We will write the word roots on the board. Next, the baby sat right up in bed, pushed himself out of his clothes and reached out his arms to the sun. Look at our baby now. (Draw this picture.)

But all this time he had kept his fists doubled up, as if he wanted to fight, but now he is going to spread them wide open.

What name shall we give to our baby's hands? (Write the word leaves on board under roots.)

Look at your wrists. What do you call those little lines in your wrists? Now see if you can find any veins in the leaves. What use are the veins to the leaves? Just the same use as your veins are. They carry sap to feed the baby, just as the blood feeds you. In these leaves are breathing holes, like our lungs, busy all the time taking in air.

Now our baby has feet, body, hands, veins; or, in other words, roots, stems, leaves, and veins. (Let one of the children point all the points out.) I wonder who knows how he will look when he grows to be a man? Draw the picture on your slates.

2ND. LESSON. *The Squash Seed.*

Let children examine the seed.

Who can tell a story about Mr. Squash Seed? Bring out the parts of seed. Compare with morning-glory seed. How do the leaves change as the seedling grows? Let children draw the different stages of growth.

3D. LESSON. *The Bean Seed.*

Let children examine the seed.

Bring out the parts. Let children describe the growth. Compare with seed studied before the bean. How do the first pair of leaves change as they grow? How many leaves are there at each stem? Compare them with first pair.

4TH. LESSON. *The Pea.*

Present object. What are the parts of the seed. Compare with seed studied before. How does it differ in growth from the bean? What have all these four seeds we have studied in common? Let children answer this question on their slates. Write a story about the pea seed and bring it to the class to-morrow. We will see whose will be best.

5TH. LESSON. *Corn.*

Present the seed. What are the parts of the seed? Compare these parts with morning glory, bean, and pea. Where is the food stored? Who can tell a story about a corn seed-baby? Write me a story on your slates. —Ex.

How Peter Piper Found Bylow Land.

By JENNIE L. CHILDS.

Once upon a time there were no names like north, east, south, and west for the points of compass. Peter Piper wanted to go from Banbury Cross to Bylow Land one day, and he had a very hard time finding out how to go. Nobody could tell him so that he could understand.

Finally he went to the Old Woman who sweeps Cobwebs out of the Sky. She told him to walk about a mile toward Gotham, then to turn and walk a little way past the house of the Man who scratched out both his Eyes, then to turn and walk another mile on the road that goes to Bo-Peep's house.

But Peter Piper did not know how to reach all these places, and he began to cry, for he was sure he could never find Bylow Land that way. Then Mother Nature said, "It's high time my little people had some names for things. Hereafter I am going to call the place in front of you north; behind you, south; your right hand, east, and your left hand west."

When Peter Piper heard that he went again to the Old Woman who sweeps Cobwebs out of the Sky. The old lady said, "If you follow my instructions carefully, Peter Piper, you will reach Bylow Land in a very short time. Walk south toward Gotham for a mile, then turn to the east and you will come to the house of the Man who scratched out both his Eyes. You can't miss it, for there are a great many bramble bushes about it, which you cannot help seeing. When you reach it turn to the north and walk a mile toward Bo-Peep's house, and you will come to Bylow Land."

Little Peter thanked the old woman very politely and ran briskly off on the road to Gotham. When he reached the corner by the brambleman's house, he turned to the right and found the house very easily. Then he started to turn again toward the north, but he remembered that north was directly in front of him, so he decided that he did not have to turn at all, and he kept straight on.

Peter Piper walked a long way without seeing any signs of Bylow Land, and he began to feel very tired. By and by he met Little Boy Blue. "Please, Boy Blue," said tired little Peter, "is this the way to Bo-Peep's house, and am I almost to Bylow Land?" But Boy Blue only laughed, and said, "Bo-Peep's house? No, indeed! Bo Peep lives away over there," and he pointed away off ever so far.

Then poor little Peter began to cry, he was so very tired and hungry, and it was growing so dark. Just then along came Mother Nature and the Old Woman who sweeps Cobwebs out of the Sky, on their way home from Mother Hubbard's house. "Dear me! here's little Peter Piper!" exclaimed Mother Nature. "Why are you crying, my child?" "Oh, I can't find Bylow Land, and I am so tired, and I want my supper," sobbed Peter Piper. "I went just as you told me to, and it isn't Bylow Land at all, and I'm all turned round."

"Well, Well!" said Mother Nature, "this will not do. I shall have to put my wits to work." So she thought a long time, and at last she said, "Where did the sun set to-night, little Peter Piper? We will call the place where the sun sets west, and where it rises east. Do you see that big bright star over there? We will call that north, over there, and opposite the north star shall be south. To-morrow morning bright and early, come to the Old Woman, and she will tell you once more how to go to Bylow Land."

So little Peter ran home, ate his bowl of bread and milk, and

went to bed. The next morning when the sun rose Peter Piper went once more to the Old Woman, and then started off toward Gotham. This time he found out that north and east did not turn around whenever he did, but stayed in the same place, so in a very short time he came to a broad, sunny meadow where ever so many little children were playing, and this was Bylow Land. And this is how we always know how to find north, east, south, and west.

The Bones. I.

SOME EASY AND USEFUL DEVICES FOR TEACHING THEM.

By FRANK O. PAYNE.

It is a fully determined principle that there is no way to teach *things* so well as to use the *things themselves* in the class-room. This principle is well established in the teaching of physics and chemistry. It is no less applicable to physiology and kindred subjects.

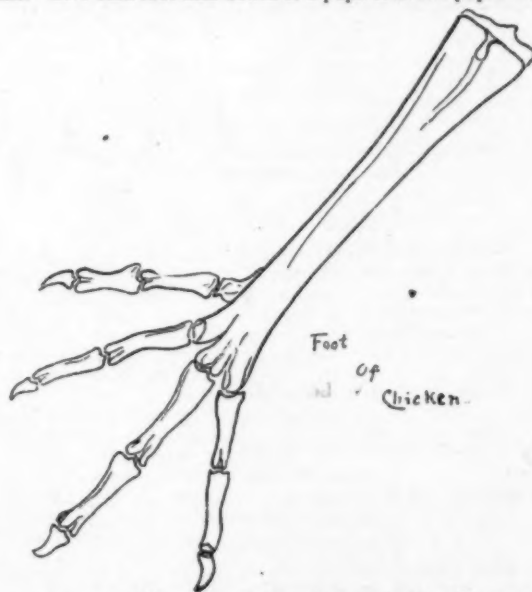
How much more does a child know of the *turbinal* bone, after he has *seen* one and noted its convolutions! How much more intelligent his knowledge of a joint *when he has himself put one together!*

The memorizing of long lists of bones, the classifying of various species of joints is all very well when it follows the observation of the things memorized. But when taught as is usually the case, purely from the text, it results in a most confusing and evanescent impression on the pupil's mind. As a simple means for bone and joint study, and as a useful bit of apparatus in any school the following suggestions are offered:

Procure some fowl's feet. These are easily obtained from city butcher or boarding-house cook, or farmer's wife.

I. If you care to give a lesson on the feet, do so, calling attention to scales, their shape, size, color; the nails; the shape and positions of toes. Pull the cords at the upper end, showing that these cords extend to the toes and move them. This will furnish material for a lesson on the tendons.

II. Place the feet in a pan, cover with water and boil for some time. Give each foot thus boiled to a pupil or let two pupils work



together. If the feet are well cooked the flesh is easily removed. Tell the pupils to clean the bones *carefully*, laying each bone by its mate, when cleaned. Place the bones on a card or board to dry. When dry have the pupils arrange them in their order. Bring out the fact that each bone *fits* its neighbor at the joint. *No other bone will fit exactly.* Notice that the bones are grooved at the joints so as to permit motion in *two directions only*. This is therefore called a hinge joint.

III. Lastly, use glue or strong mucilage and have the pupils fasten the bones in position. Glue the foot to a card or block; have it signed by the pupil as a souvenir of the work. Older pupils can bore the bones and wire them.

IV. A very practical way of securing the greatest benefit of the greatest number and having pupils of *one class help another*, is to have the older pupils make awls, bore bones, and have the younger pupils use them for *busy work*.

(1) *To make the awls:* Select some coarse needles about two inches long. Lay a piece of flat iron or any smooth iron on the lap. Heat the needle point red hot in an alcohol lamp or other flame. Hit the needle while red hot with a hammer. This will

flatten the end or point like a chisel. Use the flat-iron as an anvil. The heating has removed the temper. Re-temper by heating to redness and plunging in cold water. Have the boys whittle out handles and set the school-made awls into them.

(2) Bore the bones from end to end like beads.

(3) For busy work, give a child the bones of a foot which has previously been bored, and give him also needle and thread or piece of fine wire. Ask him to string the bones and make a chicken's foot of them. Feet, and wings of all manner of animals may be used in like manner.

Physical Training.

PROGRAM OF EXERCISES IN BROOKLYN PUBLIC SCHOOLS.

(Teachers accustomed to giving exercises in physical culture will find much suggestion in this first series of exercises from the Brooklyn course. Teachers ignorant of physical training as a science will be likely to make many mistakes in carrying out this program. They had better wait for the more fully explained course which we intend to give later.)

LESSON I.

Position—Hands on Hips.

1. Arm extension forward right—Begin! 1, 2. Right 8, left 8, alternate 8, both 8.

NOTE:—Palms in.

2. Arm extension side right—Begin! 1, 2. 8-8-8-8.

NOTE:—Palms down.

3. Step position forward right—Begin! 1, 2. 8-8-8.
4. Step position side right—Begin! 1, 2. 8-8-8.
5. Step position forward right, both arms forward—Begin! 1, 2. 8-8-8.
6. Step position side right, both arms side—Begin! 1, 2. 8-8-8.

7. Arms circle over head, trunk forward bend—Begin! 1, 2, 3, 4. Four times.

NOTE:—Arms circle, 1—bend, 2—up, 3—hands on hips, 4.

8. Breathing—arms folded behind, inhale through nostrils, exhale through mouth.
9. Marching. Mark time—mark!
Ready—halt!
Forward—march!
Fancy step—Tap, tap, step.

LESSON II. PRIMARY.

Hands on hips—Place!

1. Arm extension upward right—Begin! 1, 2. 8-8-8-8.

Arms folded behind—Place!

2. Head bending—side right—Begin! 1, 2. 4-4-4-4.

Hands on hips—Place!

3. Raise on toes—Begin! 1-2-8.
4. Arms circle over head trunk forward bend—Begin! 1, 2, 3, 4 twice.
5. Breathing—Begin!

NOTE:—Same as Lesson I.

POSITION!

6. Marching—same as Lesson I.

LESSON III. PRIMARY.

Stretching to precede every lesson.

Hands on hips—Place!

1. Arm extension upward, right—Begin! 1, 2. 8-8-8-8.
2. Raise on toes both arms side—Begin! 1, 2. 4-4-4-4.

Arms folded behind—Place!

3. Head bending—side—right—Begin! 1, 2. 4-4-4-4.
4. Feet close and open—Begin! 1-2-8.

Hands on hips—Place!

5. Trunk bending, side, right—Begin! 1, 2. 8-8-8.

Arms folded behind—Place!

6. Breathing—Begin!

POSITION!

7. Marching—facing!
To the right—face!
To the left—face!

PUBLIC SCHOOL DOCUMENT NO. 7—1893-4.

LESSON IV. PRIMARY.

Hands on hips—Place!

1. Arm extension forward and side alternately, right—Begin! 1, 2, 3, 4. Right 8, left 8, both 8.

2. Rise on toes both arms upward—Begin! 1, 2. 8.

Arms folded behind—Place!

3. Head bending side right—Begin! 1, 2. 8-8.

4. Feet close and open—Begin! 1, 2. 16.

Hands on hips—Place!

5. Trunk bending side right—Begin! 1, 2. 8-8.
6. Arms circle over head, trunk forward bend—Begin! 1, 2, 3, 4. Twice.

Arms folded behind—Place!

7. Breathing—Begin!

POSITION!

8. Marching. Facings.
Follow step—Begin!

PUBLIC SCHOOL DOCUMENT NO. 8—1893-4.

LESSON V. PRIMARY.

Hands on hips—Place!

1. Arm extension forward and upward alternately, right—Begin! Right 8, left 8, both 8.
2. Step position forward and side alternately, right—Begin! 8-8.

Arms folded behind—Place!

3. Head turning, right—Begin! 1, 2, 4, 4, 4.

Hands on hips—Place!

4. Rise on toes, both arms side—Begin! 8.
5. Trunk bending side, right—Begin! 8-8-8.
6. Arms circle over head, trunk forward bend—Begin! Four times.

Arms folded behind—Place!

7. Breathing—Begin!

POSITION!

8. Marching. Facings.
Follow step—Begin!

PUBLIC SCHOOL DOCUMENT NO. 9—1893-4.

LESSON VI. PRIMARY.

Hands on hips—Place!

1. Arm extension forward and side alternately, right—Begin! 8-8.
2. Step position forward and side alternately, right—Begin! 8-8.
3. Arm extension and step position forward and side alternately, right—Begin! 8-8.

Arms folded behind—Place!

4. Head turning side, right—Begin! 8-8.

POSITION.

5. Shoulders up and down—Begin! 8.

Hands on hips—Place!

6. Rise on toes—Begin! 16.
7. Trunk bending side, right—Begin! 8-8-8.

Arms folded behind—Place!

8. Breathing—Begin!

NOTE:—Inhaling and exhaling through the nostrils.

9. Marching. Facings.
Tap, tap, step with clapping—Begin!

Errata.

(PRIMARY SCHOOL JOURNAL for October.)

Page 313—"An Extract," line 1: prepare should be *propose*.

Page 316—"Myths of the Sun and Moon"—paragraph 2, line 3: "avoid" should be *avail*.

Page 319—"Primary Occupations," paragraph 2, line 3: "Copy from the board" refers to cut, mistakenly separated from it by two lines of print.

Page 320—"Figs. 1, 2, 3, 4, 5, 6, 7," etc., attached to certain of the cuts, are misleading. They have no relation to the article

NOVEMBER.

Page 421—Naming of the days,—ninth line. *Tues* not being written as the abbreviation of Tuesday, should have had no period.

Page 418—A Phonic Story Chart, seventh paragraph of story, fourth line. *k k k* should have been *e e e*.

Page 429—Directions for folding boat should have contained after the word "Open" (first line) the direction, *Fold diagonal 2*.

Flossie is six years old.—"Mama," she asked one day, "if I get married will I have to have a husband like Pa?" "Yes," replied the mother, with an amused smile. "And if I don't get married will I have to be an old maid like Aunt Kate?" "Yes." "Mama,"—after a pause—"it's a tough world for us women, ain't it?"

I am delighted with THE JOURNAL.

R. B. CASH.

The Grube Method.

By MISS JULIA A. WHITE.

(See Pedagogical Article.)

Certain steps are followed in the development of each number. Let us look at them for a moment.

1. The pure number.
2. Measurement.
3. Rapid work.
4. Combining.
5. The applied number.

First the development of the pure number. Let us take, for example, the number twelve:

$$\begin{aligned} \dots &= 10 = X = \text{ten.} \\ \dots &= 2 = \text{II} = \text{two.} \\ \dots &12 = \text{XII} = \text{twelve.} \end{aligned}$$

I would place ten dots to indicate the first ten. The Roman numeral for ten is X and we spell ten thus—ten.

Here the child has before him the four different ways in which we may represent ten. Now we are ready for our number. I have two units in the second ten which are represented in the same four ways.

Now we find that one ten and two form a new number whose name is twelve.

We find that twelve is in the second ten, that in the number twelve there is one full ten and two units, and that the second ten lacks eight of being full.

Of course the teacher does not tell these things to the class, but leads them to discover them for themselves. It must be remembered that the child has mastered the numbers to twelve, so all this knowledge helps him now, for it is one *continual review*. They use *every* day all the knowledge they have. This is a very important point to remember in connection with the method.

We have now developed the pure number, so the child knows it by sight, and are ready for the second step, measurement. There are two like numbers that make twelve. Children quickly see them. They are six and six. Now we proceed to form a measurement table, and notice the logical order of it, always the same.

$$\begin{aligned} 6 \left\{ \begin{array}{l} 6 + 6 = 12 \\ 6 \times 2 = 12 \\ 12 - 6 = 6 \\ 12 \div 6 = 2 \\ 6 = \frac{1}{2} \text{ of } 12. \end{array} \right. \end{aligned}$$

Do not for a moment think that these tables are written down in this way before the class. No indeed!

We start with the two sixes at the side, then call for the first story, and how eager children are to give it. Then the second story is called for and so on, and the child knows so thoroughly the logical order that he would never dream of giving the third or fourth story for the second. Notice one more thing about the second story, it is TWO SIXES, NOT SIX TWOS, for we are measuring by *six* and not by *two*, and it is of the utmost importance that we keep all these facts in sight or we will soon find the work lose all its attractions by being done in a slovenly manner. Look for a moment at the number six. What two like numbers make six? Yes three and three. Then what four like numbers make twelve? Four threes are twelve.

$$\begin{aligned} 3 \left\{ \begin{array}{l} 3 + 3 + 3 + 3 = 12 \\ 3 \times 4 = 12 \\ 12 - 3 - 3 - 3 = 3 \\ 12 \div 3 = 4 \\ 3 = \frac{1}{4} \text{ of } 12. \end{array} \right. \end{aligned}$$

If four threes make twelve what then? Why three fours must make twelve.

$$\begin{aligned} 4 \left\{ \begin{array}{l} 4 + 4 + 4 = 12 \\ 4 \times 3 = 12 \\ 12 - 4 - 4 = 4 \\ 12 \div 4 = 3 \\ 4 = \frac{1}{3} \text{ of } 12. \end{array} \right. \end{aligned}$$

So we might measure by two, but let us look at some number not a factor of twelve. How many fives do we find in twelve? Two fives and two make twelve, so we measure by five thus—

$$\begin{aligned} 5 \left\{ \begin{array}{l} 5 + 5 + 2 = 12 \\ 5 \times 2 + 2 = 12 \\ 12 - 5 - 5 = 2 \\ 12 \div 5 = 2 \frac{2}{5} \\ 5 = \frac{5}{12} \text{ of } 12. \end{array} \right. \end{aligned}$$

Let us now look at the third step, rapid work. Much of this is oral, but the following will serve as illustration:

$$\begin{aligned} 6 \times 2 - 2 \div 5 + 1 \times 3 + 3 \div 6 &= ? \\ 4 \times 3 \div 2 + 2 \div 4 + 6 \div 2 &= ? \\ \frac{1}{2} \text{ of } 12 + 5 \div 3 + 2 + 7 \div 3 &= ? \\ 12 \div 6 + 1 \times 2 + 2 \div 2 \times 3 &= ? \\ 2 \times () = 12 & \\ 12 \div 5 = ? & \end{aligned}$$

$$\begin{aligned} \frac{1}{2} \text{ of } 12 &= ? \\ 12 - () &= 7 \end{aligned}$$

Now we come to the fourth step, combining. We might ask such questions as these:

- Twelve is the double of what number?
- Of what number is twelve two fold?
- What part of twelve is six?
- Twelve is three fold of what number?
- What two like and one unlike numbers make twelve?
- One-half of twelve is the double of what number?

We have now reached one of the most important steps, the fifth, the applied number and we find twelve a broad field for concrete problems, for whenever a number is reached where tables of denominate numbers in whole or in part may be employed, be sure and use them, and if possible with the assistance of the measures put into the hands of the child, letting him find the relations for himself. In the number twelve we teach the twelve inches in a foot. Twelve months in a year. Twelve things in a dozen and so on.

If a boy earns twelve dollars a month how much does he earn per week?

If a milkman leaves twelve quarts of milk at a bakery how many gallons does he leave?

John takes a dime and a two-cent piece to the store and buys four lead pencils at two cents each and a sponge for three cents, how much money has he left?

Of course much more time would be spent before the number is thoroughly mastered, but these steps are mere suggestions.

Is there not much difficulty experienced in teaching the signs +, —, etc., to small children? I hear some one ask. Why should there be?

A child learns many things much more difficult. I should never tell him that the erect cross is called plus and then tell him what it means, but from the first I should use the signs as freely as I do the figures. If we do not make them hard to the child he will never dreams of such a thing. The sign of division is the hardest for him, but if he thoroughly understands that $4 \div 2$ simply means how many *twos* can I find in *four*, the difficulty soon melts away.

Another may ask how long are we to use objects in the development of numbers? Grube suggests discarding objects at the number *six*, while some Germans do away with them after *four*, but as soon as the child is familiar with the method, and can grasp the idea without the visible object before him, the objects should be abandoned, but blocks should be at hand to be used in removing doubt in the child's mind when a point is not perfectly clear.

Second Year Number.

It has been stated that the best eye for number cannot recognize more than seven in a group. Eight is seen as two fours; nine as three threes or as five and four. It is a question whether even seven is not seen as four and three, or as two threes and one.

While concepts of the smaller numbers should be fixed with great clearness and permanency in the minds of children, so that a year is not too much to spend on the first ten and their "contents;" and while the facts in the first hundred should be ascertained by experiment and firmly lodged in the memory, there is still a good deal of value in discursive work in number. It is a mistake to confine all the number operations to four because the child is studying four. The *main* work should be in four, in search of distinct ideas, but at the same time, vague ideas of much larger numbers may be encouraged.

Likewise, in the second year, while the contents of twenty are being so well mastered as to be on instant call and to exist in the pupils' mind as real knowledge (not sing-song) a very great amount of familiarity may be gained with numbers far beyond twenty.

Pupils in this grade, whether taught in school or not, know how to add by ones, tens, and fives to one hundred. Experimenting with counters will show that six added to 16, 26, 36, 46, etc., will give a 2 in units' place, just as it does when added to itself. Further experiment may be encouraged until the principle is quite well understood. Then, for busy work, the children may construct such tables as the following:

7 and 6 = 13	6 and 7 = 13
17 and 6 = 23	16 and 7 = 23
27 and 6 = 33	26 and 7 = 33
37 and 6 = 43	36 and 7 = 43
47 and 6 = 53	46 and 7 = 53
57 and 6 = 63	56 and 7 = 63
67 and 6 = 73	66 and 7 = 73
77 and 6 = 83	76 and 7 = 83
87 and 6 = 93	86 and 7 = 93

Sufficient practice in this will establish all the additions within one hundred. The third year may train to quickness in recollecting these combinations.

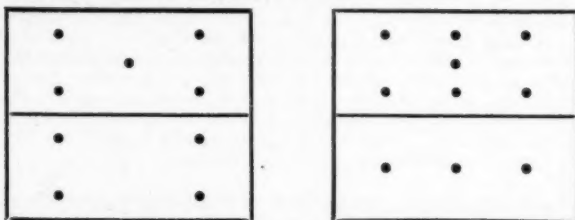
The Language of Number. IV.

By ANNA B. BADLAM.

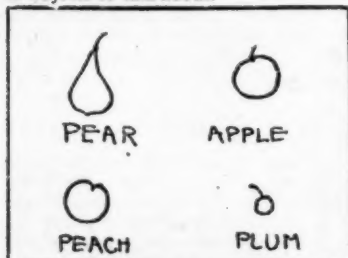
During the fifth month of school there should be constant review of the facts that have been developed in connection with the groups *one to ten*, and constant application of these material facts in every way possible. Constant variety in the clothing of the thought should be the aim of the teacher, else these facts will be but "dry bones" to the average child. Constant *presentation*, constant *application*, endless *diversity* of expression should be the rule which should govern every teacher, but particularly in the lowest grade. It is safe to say that if the child of average ability does not get a firm mental grasp of number during these early lessons that he will be "crippled" during the subsequent work of the grades above, where so much depends upon the *decimal relation* of numbers in connection with numbers from *one to ten*.

As supplementary work to the "Aids to Number" (D. C. Heath & Co.), cards for the children can be arranged with similar groupings by means of Mrs. Hailmann's gummed paper dots, costing 15 cents per package of one thousand. If the children have been trained to make the application of the facts in any practical question through reference to the "Aids to Number," or the domino groups upon the board, there will be little difficulty in training the class to take a step in advance and make their own practical questions, crude, at first, but gradually shaping themselves into finished sentences as their grasp of "the language of number" becomes firmer.

Example: Furnish each child with cards similar to these, made by mounting the "gummed paper dots" upon small manilla paper oblongs, size, two by three inches.



On the reverse side of each card paste small illustrations cut from old catalogues, etc., which shall be suggestive to the child as objects to talk about.



At first it will be sufficient work for the child to make little statements as, "Five pears and four pears are nine pears," "Five apples and four apples are nine apples," etc. Later he can be encouraged to create conditions as to time, place, etc., as, "There are five pears on the ground and four on the lower limb

of a tree. There are nine pairs in all." "There were nine apples on a plate, four of them were green, the rest were red apples. Four apples were red," etc.

As gradually these facts become, by constant presentation, fixed in the memory, there can be introduced more and more variety to the lessons, one child framing the question from the card he holds, while some child volunteers the answer. The domino groups or the "Aids to Number" should be at hand for reference in case a mistake is made, or, if the teacher should deem it best to confine to the class the correctness of the answer. Various ways will suggest themselves to teachers as they work with their several classes; it is useless to describe methods which are not elastic, for classes vary in character quite as generally as individual children vary; and just as each child must become a special object of study to the progressive teacher, so each class must needs become the pivot upon which all her thought turns as she works out her methods according to their needs or from the inspiration and enthusiasm awakened as she feels the work growing under her hands.

While constantly reviewing and fixing the facts in number, the provident teacher will be looking to the dim future, as she familiarizes her class with the symbols for the groups *one to ten*, and teaches the correct formation of the figures in connection with the penmanship lessons, as I have indicated in a previous article;

but "busy work" with figures had best be postponed until much later in the year, although good work can be done by the class

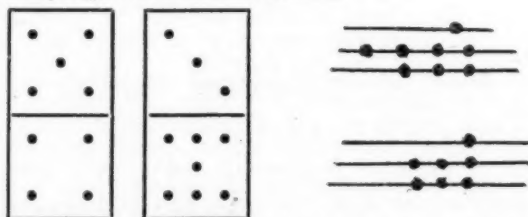
working with the teacher, in anticipation of the time when she can give out "busy work" exercises and feel sure that the work will be intelligently done. A favorite lesson with children in learning to express work with figures is one with pin-balls. The teacher has a large circular pin-ball of the size of a tea plate with ten good sized shawl pins; each child is provided with an ordinary pin-ball with ten pins with good sized heads. At the direction of the teacher the children, imitating her work raise, for example, *four pins and five pins* from the pin ball, and watch carefully as she writes the expression $4 + 5$ or *nine pins*, are

raised, and the class imitating the teacher, push down *four* pins, and watch her as she writes the expression $9 - 4$

After the lesson has been brought to a close a lesson in copying insures intelligent "busy work;" later in the year little examples can be placed upon the board for each child to work out upon the pin-ball, viz.:

$$\begin{array}{r} 4 \text{ pins,} \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 7 \text{ pins,} \\ - 4 \\ \hline \end{array} \quad \begin{array}{r} 3 \text{ pins,} \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 7 \text{ pins,} \\ - 3 \\ \hline \end{array}$$

It is better to teach the vertical arrangement before the horizontal, as the former will be of most service to the child when he takes the next step, the addition of *three* groups, which is the preliminary step to the addition of columns.



Later the horizontal arrangement can be given, when, in the upper grades, more variety is desirable in connection with the all necessary review and drill with figures in new processes. During this month *addition* of objects should be continued from the ball frame; it is well, at first, to confine the groups to those already known, and to add but a single additional object.

The child then adds "Three and two are five and one are six." This is simply to give him new expressions while training the eye to see the groups; in the meantime, from the domino groups and "Aids to Number" encourage the child to tell at a glance the result of putting any two groups together.

The child, looking at the board, touches with the pointer the lower group, then sweeps the pointer over the board giving the result, as, "Four, nine," or, "Seven, ten." When he has taken this step he is prepared to take the next step from the ball frame, viz., "Three, six, seven," or, "three, seven, eight," etc. This step of giving only the *result*, is a most important one towards rapid and correct addition of columns.

Beginning Classification.

1. Write the names of four quadrupeds that may be seen every day.
2. With what is each covered?
3. What was each doing when you saw it?
4. What use has man for each?
5. What is the young of each called?
6. Write a composition on question three?

School-Room Tools and Materials.

Clay, sticks, tablets, pencil and paper, colored paper, heavy manilla paper and cardboard, tools for modeling and cutting, mucilage, scissors.

How I Teach Form and Drawing.

By ARTFUL JANE.

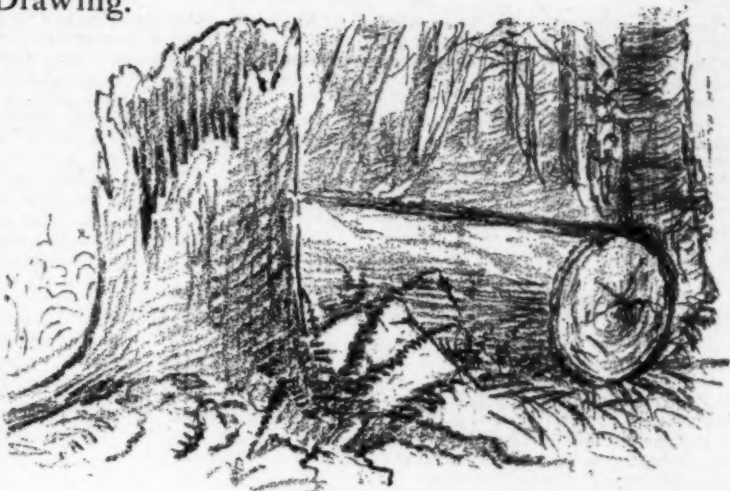
First, I am a pretty good whittler, and I keep a sharp jackknife at hand.

Second, I visit schools whenever I can and pick up what ideas I can where they have full fledged systems for doing things and plenty of "store" material.

I visited a school a few years ago where the Prang system was laboriously followed. I don't flatter myself that I carried off the whole system in my noddle, but I saw that the pupils were led, through a study of the type solids to see these forms wherever they went and whatever they looked at, and that these forms were thus thoroughly taught as lying at the foundation of observation and drawing.

I thought I could apply this thought in a general way myself and give my pupils a general intelligence upon the subject, if I couldn't make artists of them. So I set to work to gather my material.

An old wooden ball with the paint sand-papered off and a child's letter block (also sand-papered) became my sphere and cube. I cut my cylinder from an old broom-stick. Other lengths of the broom-handle I



whittled and sand papered into a square prism and a triangular prism. The cone, square pyramid, and triangular pyramid, I made of cardboard.

These forms I ranged along the top of the blackboard, in full view of the school.

The first morning I directed the attention of the school to them and asked how many. (Eight.) To my next question, How many are somewhat alike? some of my older pupils answered by indicating the two prisms. I said:

Yes, I think I know what you mean. You mean these two prisms (taking them down and writing the word *prisms* on the board). But where do you see any likeness between them?

By closer and closer questioning, I got them to say that the long sides were oblongs and that in each case the opposite ends matched, though in one case they were triangles and in the other case squares (I had taught something of plane forms). I then and there taught *triangular prism* and *square prism*, writing the words.

A boy said the triangular prism was like the pig iron they used down at the foundry, and a girl said that if her six sided lead pencil hadn't so many sides it would be like the square prism. I told her that was a prism, too (a hexagonal prism) and encouraged the children to think of other things that were like the triangular and square prisms.



Then I gave out the papier-maché which, I had made after a receipt in an old JOURNAL and they made square and triangular prisms for themselves. While these lay drying before them, they drew them at the top of their pads and wrote a two-page composition, telling all they remembered of the talk and how they managed the molding. The little ones just wrote under one drawing "square prism" and under the other "triangular prism" and then copied several times from the blackboard, the sentence, "I made two prisms."

The next day we had a similar lesson on the two pyramids. I showed a picture of the Egyptian pyramids and told them that they were the tombs of ancient kings.

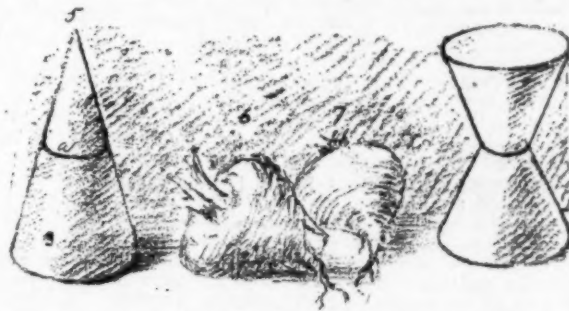
Each day we discussed and described as well as we could a new form and applied it by pointing out objects of that form in the school-room, or naming similar objects at home or out of doors until all had received this first light study.

As the children drew from their own models I would pass around among them making suggestions, etc. For instance, un-

less an artist wants to be literal he corrects imperfections in his model, and so, where the lines of their moldings were not quite true, they made special effort with the corresponding lines in their drawings.

As an additional help and stimulant, I would step to the board and sketch, saying, "Robert sees his forms in these positions," Louisa sees hers in these," etc. I found that this emboldened them greatly and added much to the interest.

When this first series of talks was concluded, we began another, searching all the pictures we could procure large enough



for the whole school to study them at once, for objects having these forms. Each talk would finally center upon something that it would be nice to sketch and write about, and an illustrated composition would follow.

Before this was attempted, I would put the picture away, because I value much the effort that the mind makes to sketch an object when no representation of the object is in sight. I always adapted this work to the little ones, as in the first lesson, although all took the same subject. This was one lesson that I



could give to my entire school at once, and all were equally interested.

We varied the work from pictures by bringing in objects to represent the type forms, grouping them and sketching from nature. We wrote under each group "conical objects," "spherical objects," etc. No compositions were written in connection with these studies.

Later, we contented ourselves with sketching for this purpose and that, mainly to illustrate compositions and referring freely, as occasion served, in all our studies to these type forms and using this language of form in all our descriptions of objects; whether oral or written.

[The above is a very helpful article for teachers of district schools. It is printed in THE PRIMARY SCHOOL JOURNAL because it also indicates to the primary teacher how very simply she may apply the essentials of the most progressive systems for teaching form and drawing. In teaching the forms, it would have been better on some accounts to have taken them up in the following order: Sphere, cube, cylinder, square prism, triangular prism, cone, square pyramid, triangular pyramid.]

A Christmas Suggestion.

By IDA H. ADAMS.

A teacher reviewing the events of the day was struck by the thought that her scholars' minds, full of the coming Christmas, dwelt mainly upon the hope of getting this or that desired object. "How can I make them feel the 'more blessedness' of giving?" she thought. "What can they give, and to whom? They have no money, and I have little to spare."

"Love will find a way," and so will thought, if brought to bear; our teacher proved it. Her way will be briefly sketched to show what may be done again, because it has been done more than once.

"Your fathers and mothers do everything they can for you. What can you do to show your love and appreciation for all their kindness. How can you help to make your brothers and sisters glad that Christmas comes once a year? Let us think, children. Can you keep a secret?" "Yes'm!" was the delighted reply, of course.

"Each of you write this note to your mother for me and I will sign it."

Dear mother: May I stay half an hour after school for a few days in order to help carry out a plan for Christmas which is to be a secret for a while.

Then did that teacher supply herself with old cardboard boxes and bits of ribbon and bright pieces from her mother's never failing piece bag, with needles and pins and thread and a box of cheap thimbles. Each happy little girl cut out two circles of cardboard of a half dollar size, covered them neatly with her own chosen color from the supply of pieces, oversewed them together and stuck pins all around the edge. What a convenient case for father to carry in his pocket! priceless, because it is the work of his little daughter's unaccustomed fingers.

Large sheets of blotting paper our teacher found, it is never expensive, and rolls of baby ribbon at a low price, because it was not all silk, but bright and dainty, pleasing to the eye. Each boy selected a sheet of blotting paper, cut it into pieces of six by eight inches, punched two holes near the top through which he tied the ribbon he liked best, and he had a gift for papa also. If the toil of measuring, cutting, and tying had been seen by the father, he would have felt the simple gift had cost much.

Next came the brothers and sisters. Not all had older sisters, but those who had made a charming photograph holder of tinted cardboard. Two pieces, 9" x 14", were gummed together through the center and around three sides, one piece having had two spaces, each a little smaller than a cabinet photograph, cut out of the center of each half. How carefully our boys and girls punched holes an inch apart down the two ends, so that the narrow ribbon may be laced over the edges! how delicately a light line was made with a sharp knife through the center of each piece, so that they may be easily bent like a twofold screen and how daintily they handle the delicate color that no finger marks mar the pretty gift!

If the big brother shaves, two rounds of tinted paper, with as many circles of newspaper between as little fingers can cut, may be tied together with some of the baby ribbon, holes being punched through all the circles for that purpose. A picture pasted on the outer cover will add to the attractiveness and also to the child's pleasure in making the shaving case.

A little sister is pleased with a paper box made by her brother or sister in the well known kindergarten way, but filled by the teacher with pure Christmas candy.

A little brother gets a dissected picture. It was a bright colored card, perhaps, or a picture from a magazine. It is mounted on cardboard; lines are so drawn that no face shall be cut into two parts; then the scissors follow the lines. Any boy or girl can make this readily, and for more than one younger brother or sister, if the family is large.

Another brother may be glad to have a bag ready for the marbles he is sure to have when the season comes. The piece bag will give his sister the material, and her own willing fingers will do the work of making.

The babies. There seems to be one in every family; soft balls must be made for them by the sisters. Again the piece bag and the thimbles, now reinforced by cotton wool. Can little girls cut out four pieces of silk or woolen cloth, shaped like a quartered

orange, sew them neatly together, stuffing in cotton wool before the last seam is closed? Indeed they can, but the flushed faces and bright eyes testify that it is labor, though a labor of love. Hammer and tacks, a rod and some bells, and more of the narrow ribbon for the boys to make a plaything for baby. Take all our colors of ribbon, how many have we? Four. A very good number indeed. Now cut off different lengths from each; one eight inches, one ten, one twelve, and one fourteen. String a bell on each ribbon, double the ribbon (the bell will fall to the middle); sew the eight ends together and tack to the top of a short stick. Result. A gay little toy, and brother made it for baby.

Once the children made needle-books for the mothers and bunches of lamp-lighters for the fathers. Small calendars pasted to the tinted cardboard and the baby ribbon drawn through holes for a loop to hang them up by are easily made.

Several pen-wipers, eyeglass-wipers, and watch cases may be made from a ten-cent piece of chamois, as each requires but a small bit; neatly button-holed about the edges, tied with the useful ribbon, they make acceptable gifts, and can be fashioned by unskilful fingers.

Bags for spools or buttons can be easily made at school, and doubtless other articles will suggest themselves to the teacher who may care to try this plan.

On the last day of school before Christmas the children wrote in their very best style on a slip of paper, *I made this for you*, and pinned it to each little gift, which was neatly wrapped in white paper, tied with colored twine and proudly labeled. The boy who was one of a large family excited the envy of the little girl who was an only child, by the goodly pile of Christmas things he had to give away. She would gladly have spent as much time and work to have so much at last. But each and all had something, however simple, for every member of the family, and the tired teacher felt it was worth all it had cost of time and trouble to have her children take a real part in a Christmas joy.

A Primary Writing Lesson.

(REPORTED)

The teacher had made her blackboard preparation at recess. It consisted of blue lines like those in the children's sentence books, alternately two light and two heavy, crossed by a vertical red line four inches from the left side of the board and another three inches to the right of the first one. The vertical lines were numbered at the top 1 and 2. The spaces between the heavy horizontal lines were numbered down the side of the blackboard, 1, 2, 3, etc.

The boys were supplied with books, whose ruling and numbering were like that described, pens and ink. The material lay in its place on the desks, and the class sat with hands behind. Taking a piece of white chalk the teacher stepped to the board.

Teacher—We are going to write the sentence, *Where are the fire-fly's wings, papa?* What are we going to write? What is the first word? What is the first letter?

Boys—Capital *w*.

T.—Where shall I place the chalk?

B.—Near where the second red line crosses the first base line.

T.—Describe while I write, and then I will describe while you write.

B.—Left curve up three spaces, right curve down to base line left curve up three spaces, main slant down to base line, feather mark up two spaces. Base line. Right curve up three spaces, main slant down to base line, left curve up one space, main slant down, right curve up one space, left curve down one space, right curve up a little more than one space, neck and shoulder main slant down, right curve up one space, left curve down, right curve up.

T.—What have I written?

B.—The word *Where!*

T.—Writing position! Pens! Ink! Place Pens! I will describe while you write. (The teacher repeated the above description while the class wrote in time with her talking.) Wipe pens! Lay them down! Face blackboard! What is our sentence? What is the next word? How shall I write it?

B.—Chalk to base line. Left curve way over, back and down up and join, down, up a little more than one space, neck and shoulder, down, right curve up, left curve down, up to head line.

T.—What have I written? It is a short word. What is the next? Dictate it, please.

B.—Chalk to base line. Right curve up two spaces, main slant down to base line, right curve up three spaces, main slant down to base line, left curve up one space, main slant down, right curve up up one space left curve down, right curve to head line. Cross in the middle of the space.

T.—What word is it? Position! Pens! Ink! Place for the word *are*. (The teacher described the word, gave the order "Place for the word *the*," and described that.) Wipe! Down! Blackboard! Repeat sentence. Next word? Describe, just telling me how far to go this time.

B.—Base line. Up three, down five, turn to the right, up two, cross on base line, up to head line, down, up a little more than one space, neck and shoulder, down, up one, down, up to head line. Hyphen in the middle of the space, dot in the line above Base line. Up three, down five, turn to right, up two, cross at base line, up three, down three, up one, down one, up one, down three, up three. Apostrophe in space above. Base line Up a little more than one space, double curve down, back and up to head line.

(The teacher described while the boys wrote. Then the boys described the word *wings* while she wrote.)

B.—Left curve up one, main slant down one, right curve up one, main slant down one, right curve up one, horizontal curve main slant down one, right and left curve up one, main slant down, left curve up one, main slant down one, right and left, curve a long way over, back and down, up and join, down three spaces, up a little past the head line, double curve down, back and up to head line, comma on base line, dot in the line above.

(This was written in books to the teacher's dictation, while she walked about the class, correcting false positions, etc. Then she wrote the last word to class dictation.)

B.—Red line No. 1, Base line No. 2. Up two spaces, down three and a half, base line, up one, down one, up one, and 'way over, back and down, up and join, down, up two spaces, etc. Period on base line.

(In the absence of sentence books, pad paper, properly ruled, can be used and the children can margin and number it themselves. The sentence was taken from an observation lesson.)

Primary Occupations. IV.

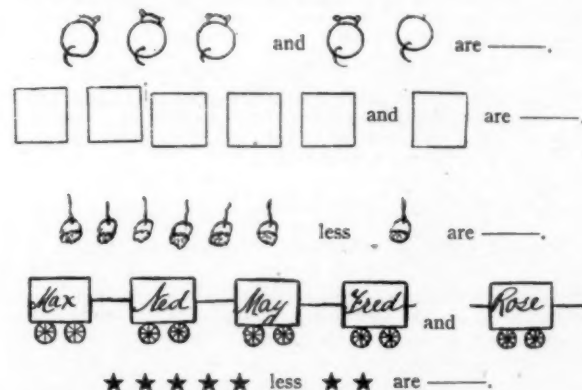
By N. B. F.

After the square inch has been taught in the class, the children should draw it many times on slate or paper. The square inch tablet is used to test the accuracy of the drawing, but not to draw around.

Children may draw pictures of the pint and quart measures. The drawings must of necessity be smaller than the originals, but care should be taken to keep the correct proportions.

Perforated cards may be marked with designs suggested in the form study, for children to sew over with coarse colored thread.

A review of number combinations may be well supplemented at the seats by the copying and completing of many combinations on cards prepared by the teacher; as,—



Children may cut out pictures from cards, books, or papers and and thus become more expert with the scissors.

The children may draw circles, squares, oblongs, and straight lines and divide them into halves, fourths, or thirds when these fractions have been taught.

The names of the colors should be written many times, till they can be written without a copy.

The teacher may sketch simple pictures on cards and write several stories about them to be copied by the children.

When the children are able to read in books they may write in script the stories they see printed in their books.

The teacher may write on the board, "This is a square," "This is a circle," "This is a vertical line," etc., for the children to copy and place at the end of each the picture named.

The more advanced children may write any little stories they are able to recall without a copy.

Draw on paper squares, triangles, circles, and oblongs of sufficient size for children to cut out and write on each form its name.

Give simple suggestive pictures, which may be collected from books and papers, for children to write little stories about. To aid them in this work, it is well to have on the board some of the more common words in their vocabulary for reference.

The Lilliputian.

This little monthly magazine for the tots can be obtained by the dozen for distribution to pupils by teachers who find it adapted to their grade for supplementary reading. Second year and advanced first year pupils ought to read it easily. All children able to read at all are delighted with it. This Christmas number will be found especially charming to them. Superintendents are ordering THE LILLIPUTIAN by the hundred.

Our Story Pictures.

1. What is Santa Claus doing? What has he to work with? (Dressed it.) To whom did he give it? How old is the little girl? What is her name? Where does she live? Do you think she has any brothers and sisters? What did Santa Claus bring them? Tell the whole story.

2. After finishing the doll, what else did Santa Claus do to it? (Dressed it.) To whom did he give it? How old is the little girl? What is her name? Where does she live? Do you think she has any brothers and sisters? What did Santa Claus bring them? Tell the whole story.

How I Keep My Plans.

I tried the book and the pad but found both inconvenient. Canceled exercises in a book take up space and make so many more leaves to turn over; and destroyed ideas torn from a pad are sometimes wanted again.

I find my system of cards free from all inconveniences. I have two sets, one of which contains general plans and the other special. After school is dismissed, when all the material is put away, the pencils sharpened, etc., and my monitors have left me, I sit down to plan for future work.

Certain ideas have occurred to me during the day and I jot them down first (on cards) so as not to lose sight of them. Then I go through my cards bearing general plans and collect the points that belong to to-morrow's work. These I elaborate each upon a separate card. (Some of my general plans present a skeleton of the term's work in the regular branches and some give outlines of work that I have imposed upon myself, for the sake of harmonizing that of the curriculum, and meeting the children's needs more sympathetically than our "iron-bound system" could do of itself.)

Then I turn over my special-plan cards. These bear the outlines of lessons to be given "when their time comes;" hints as to devices that might come in at any time; ideas to be used in connection with certain subjects, etc. One is covered on both sides with a list of the different forms of exercises by which I secure all-round and varied work in arithmetic. A bunch contain successive exercises in physical culture. Many bear dates, on or about which they are likely to prove useful, and references to back numbers of THE PRIMARY JOURNAL and THE INSTITUTE, or to the few books that I find available in my work. I examine those whose dates are near and accept or discard them for to-morrow's work, according as they fit or don't fit. If these notes are not clear, or further suggestion or pictorial illustration is needed, I hunt up the references.

I prepare the material required for the next day's program and jot down on a spare card anything I shall need to bring from home. Then I bunch my cards for to-morrow in the order in which I mean to take up the exercises and confine with a little clamp. On the following day I "work by the card," removing each from the bunch as I use it so as to expose the next.

If a teachers' meeting or other important engagement takes my afternoon I hasten to school half an hour earlier the next morning to make my plan. This is not so satisfactory, often compelling me to postpone work that cannot be prepared at such short notice.

I should pursue essentially this plan, even if I had a fixed program. Fortunately, I haven't. I can take any exercise I like, any hour of any day that I like. This freedom is delightful, and does no harm with my system, because this daily glance over all the work keeps me reminded of all its departments, so that nothing is neglected; and my continual effort to teach through interest keeps me from prolonging any exercise unduly.

My plan is one that can be adopted by any teacher, and I feel like urging a trial of it, because it helps me to enjoy my work.

I highly value EDUCATIONAL FOUNDATIONS.
Worcester, Mass.

Supt. A. P. MOREL.



Christmas Exercise.

By A. S. WEBBER.

(Fourteen pupils are required. The letters forming "Merry Christmas" should be made large and covered with something in color contrasting with what they are to be placed against. The children enter from opposite sides of the room, each holding with both hands one of the letters behind him. Those from one side, being taller, step behind the others. These carry the letters of the word "Merry.")

All.—We wish to show by what we do
How glad we are you're here,
And so we'll build a wish for you,
And make it very clear.
If you don't guess it when we're through,
It will be, Oh, so queer.

1st. Pupil.—I start this with M, but then
That stands for merry and for men,
And stands for very many things
That Santa Claus on Christmas brings.

(As No. 1 recites, he brings his letter to view and holds it against his forehead. The others imitate in turn.)

2nd. Pupil.—My part is but the letter E,
It stands for each and every,
And means the wish is wished for all,
Or else it is no wish at all.

3rd. Pupil.—My part is R, a letter old,
It stands for either round or rolled.
Our wish, you see, we'll pass around,
Wherever people can be found.

4th. Pupil.—Another R I'll quickly bring,
Mine's for religion, not for ring.
It stands you see for all that's good
Or has been since the world has stood.

5th. Pupil.—I'll add my part of this wish here,
It stands for yearning or for year.
Who does not yearly yearn to see
Just what their Christmas gifts will be?

(This completes the word "Merry." The shorter children, in front, now follow with the word Christmas. As each recites, he produces his letter and holds it against his breast.)

6th. Pupil.—My part is C, a crown we'll call,
It stands for Christ, and we know all
That Christmas is His birthday dear,
The day we long for all the year.

7th. Pupil.—My part is H, it stands, you know,
For highest, hope, and Heaven; so
Its fittest place is next to C.
In that I think we'll all agree.

8th. Pupil.—My part is R; not like the last,
It stands for romp and for repast;
These both will come on Christmas day,
When books and work seem far away.

9th. Pupil.—And mine is I, a letter thin,
That stands for ice, and ink, and in.
The ice and snow help St. Nick here,
And ink helps mark each present clear.

10th. Pupil.—This letter S must grace the lot,
It stands for sun and shine and spot
Sunshine will help our Christmas cheer
And leave no spot to interfere.

11th. Pupil.—My part is this wide spreading T.
It stands for twilight, time, and tea,
And makes us wonder what's in store
At twilight time a few days more.

12th. Pupil.—I'll add an M on this long line.
It stands for mother as well as mine,
And somehow mothers know or guess
About our gifts before the rest.

13th. Pupil.—My part is A, a letter small.
It stands for and, or ask, or all.
We ask you take our wish with you,
And to you all may it come true.

14th. Pupil.—My part is S, 'tho rather late,
It stands for sun and also state.
Our wish I know to you is plain,
We wish it, friends, with might and main.

All.—Now we'll sing a song, that you
May know we wish together;
That our wish will sure come true
No matter what's the weather,
But first we'll toss a kiss to you
As light as any feather.

(All throw a kiss with right hand while holding letter with left. In throwing the kiss each should take a step forward on right foot, throw chin forward, bend body lightly toward the audience and smile.)

SONG: (Air: "Marching through Georgia.")

Stand up now together and we'll sing a Christmas song,
Sing it with a spirit that will start the joy along,
Sing it as we'll only sing while we are young and strong,
While we are merry at Christmas.

Chorus.—
Sing hey! Sing hey! for Christmas time is here,
Sing hey! Sing hey! it comes but once a year;
So we hang our stockings and forget none far and near,
While we are merry at Christmas.

(While the interlude is being played the two lines march in opposite directions once around stage and back to positions. Left hand holds letter in place; right hand swings at side.)

How we children shouted when we heard the joyful sound,
How we all will chatter when our Christmas gifts are found,
How green Christmas trees keep growing in the frozen ground,
Ere we are merry at Christmas.—*Chorus.*

Interlude and marching. Right hand on right shoulder.)

Yes and there are older folks who'll weep with joyful tears,
When our gifts and games will bring them thoughts of
other years,
Surely they will join our laugh and help us with our cheers,
When we are merry at Christmas.—*Chorus.*

(Interlude and marching. Right hand on shoulder of pupil in front.)

So we wish a merry day for Christmas and its train,
Wish the same to every one from mountains to the main,
Sadness all should banish or our efforts are in vain,
While we are merry at Christmas.—*Chorus.*

(Softly singing "la, la, la," while piano continues accompaniment, pupils march in two lines, as before, the shorter line describing the inner circle, and leave stage at opposite sides, as they entered. Singing softens in halls and ceases at close of strain. This time, the right hand may be held above the head, the arm describing a graceful curve.)

The Mistaken Stockings.

A DIALOGUE FOR 3 BOYS AND 2 GIRLS.

By MARY A. GEIST.

Scene.—A room decorated with holly; mantelpiece, with four stockings hanging from it; an easy-chair, several other chairs, and a table.

Characters.—Santa Claus, a large boy, with false beard, a long cloak, and fur cap. Elsie, a girl of eight. Ethel, a girl of nine. Tom, a little fellow of four, and Harold, eleven years old. Santa Claus carries a bag stuffed full of anything to fill space at bottom and having the necessary articles on top.

Ethel. (Comes in and sits down at the table, puts her elbows on it, and yawns.)—Oh, dear, how long it is to wait for Santa Claus! Well, I guess I'll put my initial on my stocking, so he won't make a mistake. (Walks to the mantelpiece, takes down one of the stockings, and pins a big letter E on it. Walks out.)

Enter Tom.—Oh, dear, I wish Santy Taus would come now! I feel so lonesome. (Climbs into the easy chair and falls asleep.)

Elsie. (Walks in and sees Tom asleep.)—What a darling! I suppose he is dreaming about Santa Claus. I wonder what he'll bring me. Perhaps he can't tell which stocking is mine. Guess I'll let him now. (Takes down a stocking and pins on an E.) There now, no mistake for me! (Walks out.)

(Whistling is heard in the hall, and Harold walks in with his hands in his pockets.) Ain't I big? Hello! Tom asleep so early, and on Christmas eve, too. Get up! (shaking Tom) I say, Tom—

Tom (waking up).—Is that you, Santy Taus? (catching sight of Harold.) Oh, it's only Harold.

Harold.—Yes, that's who it is. Come, let's go out of here, or we'll keep away Santa. (Both walk out.)

(Enter Santa Claus with a large bag on his shoulder.) Ha, ha, ha! So they've cleared the road for me. (Sinks down into the easy chair, and opens bag.) Well, let's look at these stockings. (Walks to them.) E? I suppose that stands for Edward. Well, I'll see what I can do for you. (Takes a pair of horse reins out of sack, and puts it into the stocking.) Here are two oranges and some candy (puts them in and takes another stocking). E again! Why, this house seems made up of E's. I guess that stands for Emil. Well, Emil, you shall have a trumpet, and an orange, and some sweets (puts them in). I guess the girls are bashful, for they've no letters on their stockings. (Puts in a doll and orange in one, and a set of dishes in the other.) I hope that will suit (ties up his bag and walks out). (Enter Harold and Ethel.)

Harold.—I'm so glad it's morning at last!

Ethel.—So am I. Oh, he's been here, he's been here! (Dancing around.)

Harold.—So he has. Hurrah for Santa Claus! (Enter Elsie and Tom. All run to fire-place.)

Tom.—Has Santy Taus been here?

Elsie.—Yes, so they say.

Ethel. (Takes down her stocking and takes out horse reins.) Why, Santa must have made a mistake.

Elsie. (Takes down her stocking and finds trumpet.) Well, I declare, after putting my initial on, too, to make sure!

Ethel (both compare stockings).—Did you put E on too?

Elsie.—Yes, you don't mean to say you did? (Both burst out laughing, and stare at the boys who have found a doll and a set of dishes in theirs. All laugh.)

Harold.—Well, Santa Claus must have had his mind on something else when he made such a mistake as this.

Tom.—Can I have the reins? I want to play horse with Fido.

Ethel (handing him reins). Yes, you may, and Harold can take Elsie's trumpet. Which will you have, Elsie, the doll or the dishes?

Elsie.—The doll, if you don't mind.

Ethel.—Well, I'll be satisfied with the dishes. (General exchange.)

Ethel.—Now let's go and show them to papa and mama. Oh, yes, and we'll tell them about Santa's mistake. (They all take their presents, and walk out. Harold blowing his trumpet.)

A New Year's Exercise.

By K. AMIÉE.

(For twelve children.)

Each child is to have the letter which he is to represent, written in clear, large type on a piece of pasteboard.

The child with the first letter, should enter, say his line and walk to the front of room; when all are in line and "Happy New Year" is spelt by the line made by the children, they may all recite the little verse about the New Year, and then march to their places.

- | | |
|------------|---|
| 1st child. | How heartily, we welcome you, |
| 2nd " | And beg both large and small, |
| 3rd " | Please join us in our song so true, |
| 4th " | Pray join us, one and all. |
| 5th " | Your friend, the "Old Year," leaves to-night, |
| 6th " | No matter what we say. |
| 7th " | Ere he departs it is but right, |
| 8th " | We thank him for his stay. |
| 9th " | Yes, dear "Old Year," you're sad and still, |

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CHRISTMAS DAY IS COMING.

Music by H. F. SOWERS.

1 When snow lies deep up-on the ground, And win-ter winds are blow-ing, And on the hearth with
 2 The school-boy hears it at his task, His heart is light-er beat-ing; The plodding stu-dent
 3 The dream-ing po-et hears the voice, It seems though bells were ring-ing; And an-gel choirs a

crackling blaze, The win-ter fires are glow-ing; Then through the land a mag-ic voice A pleas-ant song is
 lifts his head, And thinks of home and greeting; To old and young, to rich and poor, The gen-tle voice is
 Christmas song To all mankind were sing-ing; He ech-es forth the notes of peace, The voice to him is

hum-ming, Friends part-ed long shall meet a-gain, For Christ-mas day is com-ing.
 hum-ming, Friends part-ed long shall meet a-gain, For Christ-mas day is com-ing.
 hum-ming, God bless each friend, for-give each foe, For Christ-mas day is com-ing.

- 10th child. E'en too quickly time has gone;
 11th " And now we ask that you all will
 12th " Repeat our merry song.

Ring, oh ring, the New Year bells,
 Upon the wintry air;
 And as the wind with music swells
 Let peace reign everywhere.

Santa Claus.

I.
 Who comes in the night
 Without a light,
 And his visit does pay,
 In his own queer way?
 To children dear,
 Both far and neer,
 He comes to call,
 On large and small.

II.
 Oh, Santa, now the season's here,
 That comes to us but once a year.
 Dear Santa, I should like to know
 Do you ever tired grow
 Of all the children large and small
 To whom you pay your yearly call?

III.
 Dear Santa, now a question too,
 That I would like to put to you.
 Will you listen if I tell
 The things that I would like so well?
 A doll and carriage, hoop and ring,
 A birdie that can sweetly sing.
 If anything else you'd care to bring
 I'd think it just the very thing.

IV.
 But Santa, I who am a boy,
 Care not for a baby toy;
 Could I be a soldier true
 I'd fight for the "Red, White, and Blue."
 If in your stock there's anything
 Fit to a soldier boy to bring
 I would very happy be
 Should you leave the same, for me.

All.—Oh, Santa, we do, one and all.
 Thank you for your yearly call;
 We only hope we may repay,
 By doing our best, day after day.

The Seasons.

By K. AIMEE.

(For four children. Each child to be dressed appropriately.)

I. Child carrying a spray of buds and blossoms in hand, soon ready to open.

1. I am the Spring, and with me do bring,
 New life and new joy, to everything.

II. Child dressed in light, airy, summer material holding a pretty bunch of fragrant flowers.

2. I am the Summer, happiest of all,
 For flowers do bloom, wherever I call.

III. Child carrying a small, almost bare branch of a tree; a few leaves yet upon it.

3. Yes, come, little leaves, come one and all,
 Now is the time, you all must fall.

IV. Child in warm garments be-sprinkled with some white material having the effect of snow.

4. Winter I am, with its sleet and snow,
 My winds bring cold wherever they blow.

Chorus.—What are the seasons, each year does bring?
 Winter and Summer, Autumn and Spring.

Meeting of the New Year.

By K. AMIÉE.

"Old Year." I go—I go—I go—
 I leave you at midnight;
 Through all the sleet and snow,
 I hasten with my might.
 Who is it, speaking thus to you?
 The "Old year," bidding an adieu.

"New Year." I come—I come—I come—
 Through all the sleet and snow,
 I leave my mystic home,
 And to the earth, I go.
 Who is it, speaking thus to you?
 The "New Year," wishing to be true.

Editorial Notes.

We publish this week two important articles on the Grube system of teaching number. One will be found in its appropriate department under Primary Methods. The pedagogical article will be concluded next month. Much recent inquiry from subscribers has led to our giving this considerable space to the subject, and Miss White's presentation is excellent. We commend the method to the very earnest study of those who have not already informed themselves with regard to it.

The Brooks Alumnae of the kindergarten department, Teachers' college, gave their annual tea party on Tuesday, Nov. 28, at the college, No. 9 University place, this city. A sale of fancy articles took place for the benefit of the Bryson kindergarten, for the partial support of which the alumnae are responsible. And so the good work goes on.

A work that is sure to attract readers is the *Outline of Pedagogics*, by Prof. W. Rein, director of the Pedagogical Seminary at Jena. Prof. Rein is known as the best expounder of the system of Herbart, and this small volume contains his statement of this system. It is one that every teacher should own and master, for the Herbartian method is sure to come more prominently into use. The price is only sixty-six cents, postpaid; the volume is very neatly bound. Address E. L. Kellogg & Co., New York.

We print a letter and its reply this week to which we call especial attention. The subject is "Fiction vs. Lying." The lesson referred to by our correspondent has been before attacked as earnestly and defended as sincerely. Between whiles, we have sought the opinion on this point of some very earnest and active educators who have pronounced the lesson *not* pernicious, on the very ground taken by the objectors, that children are logical and know fun from lying. We can conceive how, in the hands of "soulless imitators" an atrocious literalism might take the place of the good-natured sarcasm in the teacher's "Not at all!" but the readers of THE JOURNAL are not soulless imitators. They know that there is an ethical, a non-ethical, and an unethical way of giving most lessons and they never choose the unethical. The author of the criticised lesson contributes an article referring to the subject this week entitled "Humor in the Classroom."

We are always glad to hear from our critics. Sometimes, they enable us to defend a truth, and sometimes they administer a wholesome correction which we recognize as just and are glad to accept. Let all our friends write to us be their impressions of THE JOURNAL and its contents, favorable or unfavorable.

Two members of the school board of Worcester, Mass., give strong reasons why they stand by Supt. Marble in the *Spy* of Nov. 18; they address themselves to the Republicans. It ought not to be a political matter; every one desirous of a high educational standing for Worcester should unite with the board. Certainly A. P. Marble is a man of great ability as an educator; it is a pity he has not the strong upholding of his board, the superintendent must have to succeed. But an angel could not satisfy some boards, it is no reproach to Mr. Marble that some of his board fail to see his merits. The opponents of Supt. Marble in the board appeared to have voted for Dr. J. M. Rice, the author of articles in the *Forum*, criticising the schools of general cities. This was done without Dr. Rice's knowledge. The *Southwestern Journal of Education* is wrong in stating that Dr. Rice made efforts to be elected there; he is not in search of a situation.

Here are some children's answers that will interest the student of psychology. They are from the class-room of Miss Nellie L. Allen, Saco, Me.:

Q.—How do we get sponges from the sea bottom?

A.—Lower down a string with a man on the end of it.

Q.—What key is this piece of music written in, Tommy?

A.—Me flat.

Q.—What kind of measure and why?

A.—Two-part measure because there are two-quart notes in a measure.

Q.—What is a volcano?

A.—A mountain that squirts up smoke and melted ashes.

Q.—What is a geyser spring?

A.—A stream of hot water coming up out of the ground, so hot that people sometimes fry eggs in it.

Q.—What is an earthquake?

A.—When the earth jiggles.

Q.—Spell glue.

A.—S t-i-c-k.

Q.—Name a spherical fruit.

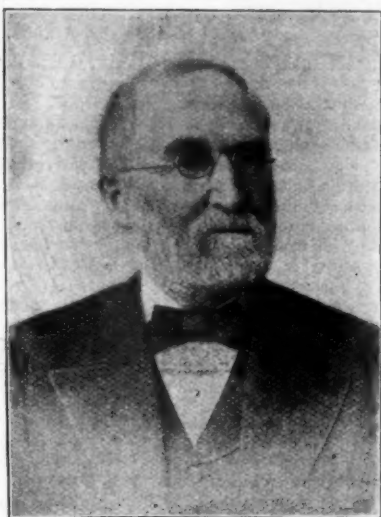
A.—A cracker.

Q.—What does the skull of a man contain?

A.—Nothing.

Q.—Where are your toe joints?

A.—In my boots.



Almon G. Merwin.

Prin. Merwin has been in the service of the common school for nearly half a century. He began teaching in a little district school in Delaware county, N. Y., 1846. After eight years of experience in this and similar schools, he accepted a position in Suffolk, where he remained until 1867. Since then he has been teaching in Brooklyn. After seven years of work in a small school he became principal of No. 24 grammar school in which he has directed the instruction of as many as 2500 children at one time. In 1883 a branch building was erected to accommodate the number of children seeking admission. Some of the primary classes were removed to the new shelter under the principalship of Miss Emily J. Black. It was not long before the increased accommodation proved inadequate and another branch was organized in 1886 under Mrs. Alice E. Field. This too was filled from the primary grades. When No. 24 again outgrew its building a handsome new school, No. 74, was built and fitted up for the grammar classes. The higher grades of the school were removed there, leaving an intermediate branch school in the old building under principal Jos. V. Witherbee. No. 74 became the main school. Since then another primary branch has been provided for. When this building is filled, Prin. Merwin will preside over the instruction of 6500 children, the largest school family in the United States.

In 1892 the University of the city of New York conferred the degree of doctor of pedagogy upon Prin. Merwin. He had joined the School of Pedagogy in that institution as a seeker after educational truth in the school's infant days and when it was not yet decided that degrees would be granted to its graduates. His counsel was one of the influences that helped the School of Pedagogy to a secure footing and the profession of teaching to its first university recognition by learned degrees.

In 1892 the Brooklyn institute organized a department of pedagogy for the benefit of those who were sufficiently interested in professional advancement to help themselves and one another by the study and discussion of educational subjects. Prin. Merwin was given charge of the section on methods. Under his wise direction the section has made a very gratifying score in the short time of its existence.

Dr. Merwin believes that the introduction of natural methods into the school-room will be a slow process, and that meantime we must do the best that can be done at this present time. The self-education of teachers is the main thing, and in this he has always assisted. He has discountenanced mechanical methods and encouraged those that appealed to the spontaneous life of the child during his whole career as principal. In his opinion the district school offers a broader opportunity for the young teacher to study the art of teaching than any single class in a graded school.

President G. Stanley Hall, of Clark university, Worcester, recently spoke to the parents and teachers of Hartford, Conn., on "The Study of Children." He explained that conscious life with infants begins with taste as evidenced by the first movements of the hands to the mouth. The senses of sight, smell and hearing are slow of development. There are periods of stagnation in growth, during which children are more liable to disease. The first symptoms of disease is the arrest of growth. The detail drudgery of school work should not be enforced during periods of rapid growth. Children should then be given masses of general impression; new ideas to consider. Play power in children is the educative power. Without life to play there can be no true education.

Out of the thirteen American officers on the International Committees of Award at the Chicago exposition, four were graduates of Wesleyan university.

State Supt. Schaeffer, of Pennsylvania was required by a law passed last winter to grant life certificates to college graduates. As he found there were all sorts of colleges (one for example that gave the degree of B.A. for 4 books of Virgil, 5 of Cæsar, and 5 of Cicero) he decides that the college from whence the applicant has graduated must be invested by an act of the legislature with the power to confer degrees.

A number of well-known New York educators recently visited Toronto to make a study of the Ontario system of public instruction. At the reception given in their honor Prin. Thomas Kirkland, of the Toronto normal school, presided. Hon. G. W. Ross, the minister of education, spoke of the indebtedness of Canadians to the Americans for many new ideas. Distinguished American gentlemen had come over to Canada in a friendly spirit to learn what Ontario was doing in the way of education. Though the gathering was under the auspices of the normal school, their visitors were being welcomed by university professors, and 8,000 public school teachers.

Other educators followed with words of welcome. Rev. J. R. Teefy, of St. Michael's college, spoke on behalf of the separate schools. He asked the visitors to study the system, and when they went back to the states to endeavor to have the same system adopted there. This system made it possible to unite education and Christianity. In Ontario individual rights had been guaranteed, and Separate schools were maintained. Ontario in this particular stood out as an object lesson to the whole world. Dr. J. A. McLellan, M.A., LL. D., principal of the school of pedagogy, spoke of the Ontario system. The schools form a complete chain from the kindergarten system to the university, and no man, no matter what his scholastic attainments may be, is allowed to teach in Ontario without practical training.

Inspector James L. Hughes, welcomed the visitors in the name of 653 teachers of Toronto, and 31,515 children. He said that Americans would do well to stand by one general system of public school education.

Dr. E. A. Sheldon, of Oswego, said that he and his colleagues had come to carry away some of the good things of the Ontario educational system. If they could not get them in any other way, he would like the two countries to unite.

Dr. Milne, president of the Albany normal college, also spoke warmly of the schools of Ontario.

A Poem-Letter from Phillips Brooks.

(On the P. and O. Steamship *Vienna*, near Suez, March 19th, 1883.)

LITTLE MISTRESS JOSEPHINE:

Tell me, have you ever seen
Children half as queer as these
Babies from across the seas?
See their funny little fists,
See the rings upon their wrists:
One has very little clothes,
One has jewels in her nose;
And they all have silver bangles
On their little heathen ankles.
In their ears are curious things,
Round their necks are beads in strings,
And they jingle as they walk,
And they talk outlandish talk.
One, you see, has hugged another,
Playing she's its little mother.
One, who sits all lone and lorn,
Has her head all shaved and shorn
Do you want to know their names?
One is called Jeefungee Hames,
One Buddhanda Arrich Bas,
One Teedundee Hanki Sas.
Many such as these I saw
In the streets of old Jeypore.
They never seem to cry or laugh;
But, sober as the photograph,
Squatted in the great bazars,
While the Hindus, their mamas,
Quarreled long about the price
Of their little mess of rice:
And then, when the fight was done,
Every mother, one by one
Up her patient child would whip,
Set it straddling on her hip,
And trot off, all crook'd and bent,
To some hole where, well content,
Hers and baby's days are spent.
Aren't you glad then, little queen,
That your name is Josephine?
That you live in Springfield, or
Not, at least, in old Jeypore?
That your Christian parents are
John and Hattie, Pa and Ma?
That you've an entire nose,
And no rings upon your toes?
In a word, that Hat and you
Do not have to be Hindu?
But I thought you'd like to see
What these little heathen be;
And give welcome to these three
From your loving uncle P.

Vermont State Teachers' Association.

The Vermont teachers have been doing some solid work at their recent convention. Prin. A. H. Campbell, of Johnson, presided. The subject of his opening address was "The Personality of the Teacher." Pres. Campbell made his remarks interesting and forcible by citing examples from the history of education to illustrate the silent force of the influence of the teacher's personality on the inner life of the pupils. Thomas Arnold, who occupies the place in history because of his strong ethical personality, came in for a just share of attention.

Miss Cora B. Whitney, of Bennington, spoke on "Reading for Information in the Second Year in School," laying particular stress on the importance of choosing subjects for the reading lessons that will arouse and develop the interest of the little learners.

Prof. David M. Kelsey, of Saratoga Springs, N. Y., spoke upon "The Distinctive Idea in Music." If we can find space an abstract of this paper will be presented in a later number of THE JOURNAL. Supt. Thomas M. Balliett, of Springfield, Mass., delivered a splendid address on "The Psychology of Manual Training." A full report of it will be given to our readers in the pedagogical columns of THE JOURNAL. Prin. W. E. Ranger, of Lyndon Center, read a paper on "Civics." He took the standpoint of Herbart, who divided ethics into two branches, viz., politics and pedagogy; thus giving to the word civics its full, broad meaning, including social ethics, civil polity, economics, history, and principles of international law. Prin. Ranger, in closing, sketched a course of instruction in civil government for the common schools. Supt. E. J. Colcord, of Rutland, followed with a paper on "Aims in Teaching American History." He also gave evidence of being heartily in sympathy with the Herbartian philosophy. The central thought of his paper was that history should not be taught for the mere acquisition of facts but to educate the child. "The American people," he said, "have not yet woken up to the importance of their own history. *** There is no history that supplies so many grand examples of manhood and self-sacrifice as our own. *** We want to impress upon the young people that they live in a nation worthy of their best thought and action at all times."

"The German Method of Primary Numbers" was the subject of a fine paper by Miss Julia A. White, of Bennington, of which an abstract is given in the "School-Room" of the present number of THE JOURNAL.

Major A. B. Valentine, the Bennington manufacturer, spoke on "Public Instruction from a Business Standpoint." His views are interesting as coming from an intelligent business man, and indicating how the public judges the results of school work. Here are a few points from his paper:

"It is notorious that those who have spent years in professional pursuits, either as teachers, theologians, physicians, or lawyers, seem to be unfitted for pursuits outside their calling, and make very poor and generally unsuccessful business men when they leave their professions and enter the whirl, bustle, and competition of business life. Is there not a suggestion in this fact that the teacher may frequently glide into ruts and lack that trend which is needed to guide the boy's studies while in school in that practical direction which will enable him to earn his living? Are you not liable to forget that the object of public school instruction is not alone intellectual culture, but also to make the future citizen self-supporting and well-equipped to enter the contest of 'the survival of the fittest'?"

I should take issue with those who claim public school instruction to be simply the knowledge of how countries are bounded, rivers located, worlds move, or the mystery of logarithms. These are important, to be sure, but to my mind much greater importance attends instruction which shows *how to apply knowledge*, and while knowledge is being acquired, how the practical mental discipline is also acquired which makes the boy the delight of the business man.

I will state what a business man has a right to expect when he seeks a young man just from your grammar or high school to fill an important position:

- First, fair penmanship and reasonable orthography.
- Second, ability to quickly learn how to properly express the wishes of his employer in business letters.
- Third, diligence, honesty, and interest in the success of the work he is expected to perform.
- Fourth, quickness in figures, so far as relates to plain practical arithmetic.
- Fifth, habits of neatness in dress, and manly deportment.
- Sixth, self-reliance and ability to state facts and opinions relating to his occupation.
- Seventh, the habit of close observation and a mind so disciplined that it is an absorbent, and retains what comes within its observation.

*** What place so suitable as the class to cultivate that most valuable of gifts, the gift of thought? How easy to lead the child to think on his feet, and to acquire habits of extemporaneous speaking while explaining his lesson or constructing a sentence at the blackboard! Three minutes of such thinking and expression of thought is worth an hour of repeating what has been memorized, and indeed, the memorizing of lessons may be an actual damage unless the teacher has the tact to make the student repeat his lessons by beginning at the end. I think memorizing of lessons should not be encouraged and never required.

*** It is not enough that our children should learn the rules of grammar and be able to parse anything in Milton's 'Paradise Lost,' the puzzle of our youth, for what schoolboy of forty years ago has not wrestled with "Satan, than whom none higher sat?" They should be taught to write a good letter or a readable newspaper article.

*** I fear that there are too many teachers who neglect to teach, even by example, such matters as courtesy, politeness, or the ordinary usages of society. Honesty and respect for authority, I fear, do not receive from the average teacher half as much attention as do the names of the worthless islands of the Pacific or the habits of their more worthless inhabitants."

(TO BE CONTINUED.)

New York City.

Among those engaged for the Free Lectures this winter are the following: Seth Low, president of Columbia college; Professor Felix Adler, of the Society for Ethical Culture; ex-Postmaster Gen. Thomas L. James, Professors J. K. Rees and Adolph Cohn, of Columbia college; Hamilton W. Mabie, editor of the *Outlook*; Professor John B. McMaster of the University of Pennsylvania; Sidney Marsden Fuerst, Professors E. R. A. Seligman, T. J. Backus, of Packer institute; Dr. Thomas P. Hughes, David B. Suckles, Edward King, J. A. Goulden, Cephas Brainerd, Jr., "Sergeant" Elias B. Dunn, the weather prophet; Mrs. Lena Louise Kleppisch, H. C. Carter, Dr. F. A. Lyons, Lysander Dickerman, James Bowie, Dr. E. W. Fisher; A. C. MacLay, Professor Charles Knapp, G. H. Payson, Clarence Pullen, and Prof. W. H. Goodyear.

There was an attendance of 22,149 at the first season's lectures—January to April, 1889. Last season, from November, 1892, to April, 1893, there were 330 lectures and an attendance of 130,830. It is expected that more than 150,000 auditors will attend the free lectures this season.

The death of Rev. Chas. F. Deems, in this city last week, takes away a man who was essentially a teacher; he owed his force to the power lodged in him to brighten and improve men. He was a professor in a college at the South, and entered the pulpit because he wanted a larger field. His sermons were teaching talks; he threw aside the methods usually pursued by preachers, and aimed to lift men on to higher platforms. "Seek the truth and follow it," was a favorite phrase; what better motto to put over a school-room door? Almost his last words were "My Faith holds out." A truly noble man!

A reception was given Saturday at noon at Castle Point, Hoboken, by Mrs. Caroline Stevens Alexander for the Woman's Advisory committee of the University of the City of New York. Addresses upon the work in charge of the committee were made. Mrs. Benjamin F. Williamson, of Elizabeth, spoke of the encouragement received by the Woman's committee in their work. Dr. H. M. MacCracken, the chancellor of the university, presented the nature of the field occupied by the New York university, and particularly of the three schools which receive women students, viz., the graduate seminary, the school of law, and the school of pedagogy. Dr. Jerome Allen, the dean of the School of Pedagogy, spoke of the especial need of our country for the highest order of teaching talent and devotion. He said:

"There was once a child who during harvest-time followed his father in the field; but, before he had been there long, he was overcome with the heat, and immediately taken to his mother, who held him in her lap until he died. Laying the dead boy upon a bed, she went immediately to a great prophet in whom she had the utmost confidence, and laid before him her affliction. The prophet, with seeming indifference, did not go to the dead child, but sent his servant with his staff, commanding him to lay it upon the face of the child. Neither voice nor hearing came. There was no virtue in the stick. The prophet seeing it was a desperate case, went into the room with the body of the child, shut the door, and prayed. But he did more. He went to the child, and put his lips upon his lips, his eyes upon his eyes, and his hands upon his hands; and the flesh of the child waxed warm, and the child opened his eyes. And the prophet called the mother. And she took up her living son, and left the room. This, in some respects, is the most remarkable story in the Old Testament. The child was dead. No doubt of this. There was no virtue in a stick; neither was there virtue in prayer alone. It was only when eye touched eye, that the eye saw again; when lip touched lip that the voice returned; when hand touched hand, that feeling was restored, and motion commenced.

"In this we see the whole of education. All over our country, all over the world, we have dead children, who, although they have eyes, see not what they ought to see; lips, yet they speak not what they ought to speak; and hands, yet they do not what they ought to do. To all practical purposes they are dead; and, recognizing this condition, schools have been opened which are designed to lead them to see, to speak, and to use their hands. But, in order to accomplish this work, there must be virtue in their teachers,—virtue in their eyes, virtue in their hands, virtue in their voices,—and this virtue must come out from the living eye to the dead eye, from the living lips to the dead lips, from the living hand to the dead hand; and these children must be made alive again. It is a miracle, and yet it is the miracle that we see every day around us. Every true teacher is a prophet, using not forms, but spiritual power that regenerates living souls. The power of life comes from God,—the essence of life. But this power of life can be communicated. And this is exactly what our normal schools and pedagogical seminaries are doing, if they are doing their duty. They are training prophets of power in whose eyes shine the light of life, from whose lips come words that have healing in them, and in whose hands there is the reviving touch. It does not do to place a stick upon a dead child, and expect any life to come from it. Neither must we expect efficacy from prayer alone. It is hand to hand, lip to lip, eye to eye, that is to accomplish the education of the human race. Nothing less will do it. Nothing less can do it. To-day the text-book in our pedagogical schools is the child. To know the child is to know all that a teacher needs to know; and the books to-day that are doing the most good are those that treat of the child from a scientific standpoint. Just as I was leaving our building, I put in my pocket a little book on this great subject, by one who is a friend of our school,—Dr. Stanley Hall. The great work Dr. Hall is doing is in inciting teachers to turn aside from dead forms to the living child, and telling how this life may be communicated to those who have it not. Without light, our world would be uninhabitable indeed. Without life, the universe would be dead indeed. Our schools to-day need living teachers with the power of communicating the life in them to those whom they instruct. The work of Christ was to communicate to the darkened hearts of men, light and life. This made him a great teacher indeed, because in him resided supernatural power. Some of this power we must have. Some of this

"light must be in us; and some of this life must flow in our veins. It may be said emphatically of teachers to-day, that 'if the light that is in you be darkness, how great is that darkness'! Where shall we find life and light that can be communicated to the children of our world, if not in our teachers?"

Prof. Edward R. Shaw made a report of an important character respecting the educational suggestions obtained by him while at the great pedagogic conferences held this summer and by inspection of exhibits of the various countries at the World's fair.

The university exhibit at the Chicago exposition has received an award. This entitles the university to a medal and also to a diploma, which will mention the specific points of excellence for which the award is made.

A superintendent of schools has placed in our hands a 6% first mortgage \$1,000 bond of a Water Work Co. It will be sold at a discount if applied for at once. Particulars on application.

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Correspondence.

Fiction vs. Lying.

The following from my own experience will corroborate the justice of E. S. Lamson's criticism on the "pernicious article" in the August INSTITUTE: Among my pupils at one time was a girl just entering her teens. She was the daughter of a clergyman and one of a large family—there were eight other children, some older, some younger than herself, who were as good as children in general are—one or two of them even better. But she was the most abominable liar I ever encountered either in or out of school, and, of course, was more mischievous in that capacity than if she had been the daughter of somebody else.

Her grief-stricken mother told me that she took the whole blame to herself—that Clara had been an uncommonly delicate child, and that she had attended to her early education at home—that, as an exercise in composition she had encouraged her to write stories, and that she had thus acquired an incurable habit of lying. The girl never reformed, and the father now lies in a maniac's grave in consequence of the evil courses of his unfortunate child.

So don't let the children say what is untrue, even in fun. Rosmini tells us that the imagination is more active in childhood than at any later period; if so, all the cultivation it needs is in the direction of restraint and guidance. Children are also very logical. A false statement is a false statement, and if commendable at one time they cannot be made to see how it can be wrong at another. For this reason I am always as severe upon April fool lies as upon any other, and never give *inventive* story-writing as an exercise, even to advanced pupils.

The great novelist, like the poet, is born, not made. It is far better to train children to make accurate statements than to fit them to join the great army of worthless story-writers.

And, lastly, it is far better even when a school is in a "soporific" state to let the little ones sleep the sleep of innocence than to awaken them by such means.

R. J. RIGGS.

Troy High School.

The above earnest letter is so full of good sense that we print it in full. But teachers who wish the best for their pupils should be very, very careful to base their practical conclusions upon solid premises. The supposition that the practice of making fairy tales laid the foundation of an immoral life was a cruel infliction which that poor mother might have saved herself. Something else was wrong in the girls' education or her vice was inherited. The proverb about ministers' sons seems in this case to have been fulfilled in a minister's daughter, but let it be remembered that that proverb originated in days when the strictest literalism prevailed and when more ministers' sons went to the bad than now. The serious way in which this girl's depravity was laid by mother and teacher to an innocent diversion reminds us of the cause attributed by a dyspeptic for one of his attacks. Naming over the things he had eaten for dinner last night, among which Welch rarebit was accompanied by similar hygienic delicacies, he came to the baked apple with which he had wound up the repast and, with a rush of conviction, vowed he would never eat another baked apple as long as he lived. Our correspondent does not say whether the bad girl had a sister who, though trained in the same "pernicious" practice grew up a beautiful Christian character. If such was not the case this time, it has been often.

It is true that children are logical. They are so logical as to readily distinguish between a fanciful story meant to entertain,

and a lie—between an act meant to give pleasure and an act meant to deceive. It is all in the motive. If children tell their little romances under pressure of the right *motive* they will be led away from lying. And they are so logical that if they justify this teacher's severity against April fool "lies" they must condemn Christ's parables. "Inventive story writing," has been as great an engine of good as any ever devised, perhaps a greater, and the child whose education leads him in the paths of intelligence will realize this sooner or later whatever prejudices may be temporarily instilled by teachers.

It is a misapprehension to see in this practice of encouraging the fancy of childhood an effort to make "worthless story writers." One of the sharpest exercises for the intellect is making definitions, and all pupils should be practiced in this art, but not with a view to making dictionary makers. Every natural power of the mind should receive such cultivation as shall tend to give the individual breadth—and this especially in primary education. Out of all the avenues thus opened to the child his individuality will find its own.

Finally, if romances are "lies," then it is more pernicious for our "reproduction stories" to be put into the mouths of children than for them to make their own. (See article, "Humor in the Class-room," page 550.)

A Defence of the Phonetic Method.

I desire to call the attention of readers of THE JOURNAL to an important fact, in teaching little ones to read, lately brought to my attention. It is in defence of the phonetic method now so largely in use in the public schools of Brooklyn.

The argument was brought up that, if children always had their word diacritically marked for them, would they not be crippled when they came to read books which contained no marks. It was answered by the following:

The greater number of the consonant sounds are *not marked*; and, in reading, we are guided largely by these consonants; and so are not crippled but helped by having the vowels marked. The following consonant sentence will serve to illustrate:

Kt tld hr ltl sstr t rn.
Do not these consonants immediately suggest: "Kate told her little sister to run?"

Sentences of this kind are not to be given to children, but are used merely as a plea for the phonetic method.

What has hitherto been one of its greatest objections is now turned into its strongest defence.

A SUBSCRIBER.

Will you please explain how to help a child out of the habit of fusing the explosive form of voice?

It is our custom to refer such questions as specialists can best answer, to specialists. The above being referred to Mrs. Frank Stuart Parker, was answered as follows:

"I do not really understand what the questioner means by the explosive form of voice. If she means that the child speaks too loudly, singing softly, or bringing into the class reading lessons which require soft and tender tones, may help. If she means the child 'blurts out her words,' as we sometimes say, the sustained tones with the piano and the crescendo and diminuendo, such as are given by singing teachers to get control of the diaphragm, will be helpful. This is the best advice I can give you, because I do not understand exactly what the teacher means by the explosive form of voice."

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NEW YORK.

In looking over some of the educational journals I noticed especially the editorial on the utilization of the play impulse, in THE JOURNAL of January 7th, and was very much interested. Certainly we have in our education neglected too much the cultivation of the capacity for enjoyment, and in our Puritan inheritance have believed, perhaps without voicing it, that enjoyment was something extraneous if not wicked and not to be considered in any serious plan for education or culture. But now the light is coming and the world has come to believe that enjoyment is the higher not the lower faculty of the mind and that through enjoyment and according to its nature one may be elevated or degraded. Believing this fully myself I was especially interested in your editorial.

I should be inclined however to stand for the art impulse from the beginning. I believe that there is a desire for the beautiful and for the creation of the beautiful in every human being, and that impulse should be called the art impulse. Of course in the development of this impulse there must be freedom and spontaneity.

MARY DANA HICKS.

Prang's Normal Art Classes, Boston.

Attention has been called to the fact that light is reflected from slate blackboards in an injurious manner. One city superintendent informs the writer that he has been compelled to lessen the amount of work to be copied from the board. A county superintendent writes that he cannot sit in a certain high school, without experiencing painful sensations, if he faces the slate boards.

Have other teachers observed the same? Is a slate board more trying to the eyes than slated surfaces? Is a slated surface to be preferred to a true slate board?

Will not superintendents and teachers who care for the general health of the children in their charge, and especially for the eyesight of the children, communicate with the subscriber in reference to this matter? Answers to the questions are earnestly solicited.

DR. GEO. G. GROFF.

Lewisburg, Pa.

Dr. Groff is chairman of the committee on School Hygiene in the Pennsylvania State board of health. His kind contributions to THE SCHOOL JOURNAL are remembered. His request should bring out a large number of replies from all teachers who desire to contribute to an advancement in matters concerning the physical welfare of school children.

Ex-President Andrew D. White says: "I never knew a young student to smoke cigarettes who did not disappoint expectations, or, to use our expressive vernacular, 'kinder peter out.' I have watched this for thirty years, and cannot now recall an exception to the rule." How many teachers, by smoking cigars, are helping their boys to disappoint the expectations of their friends? Remember, gentlemen, what Paul says, and paraphrase it thus: "If smoking cigars is likely to be a bad example for my pupils then I will smoke no more cigars."

The total number of white children in the state of Georgia is 315,040, the total number of colored children 289,631. There are 7,285 schools in the state, 4,605 white, and 2,680 colored. Of the entire school population, 256,148 white, 235,786 colored, total 491,934, children are in the country, and 58,895 whites, 54,135 colored,

total 113,037, children are in the towns and cities. There are 35,638 white children and 78,889 colored children, total 114,527 in the state, who cannot read and write. 19,701 have never attended school.

New Books.

Many boys and girls will remember how happy they were on receiving a book entitled *English Fairy Tales*, collected by Joseph Jacobs and illustrated by John D. Batten, and published three years ago. It would be difficult to describe the pleasure the young folks took in this volume. These gentlemen have not been idle since that time; a book by them entitled *More English Fairy Tales* has just been published. The new book contains many tales that will be new to a large number of readers, but there are some old favorites that will be just as welcome as the unfamiliar stories. Among these is the story of the "Big Bear, Middling Bear, and Little Bear" from which the accompanying illustration is taken. (G. P. Putnam's Sons, New York.)



"BIG BEAR THROWS SKEAPEFOOT, THE FOX, OUT OF THE WINDOW."
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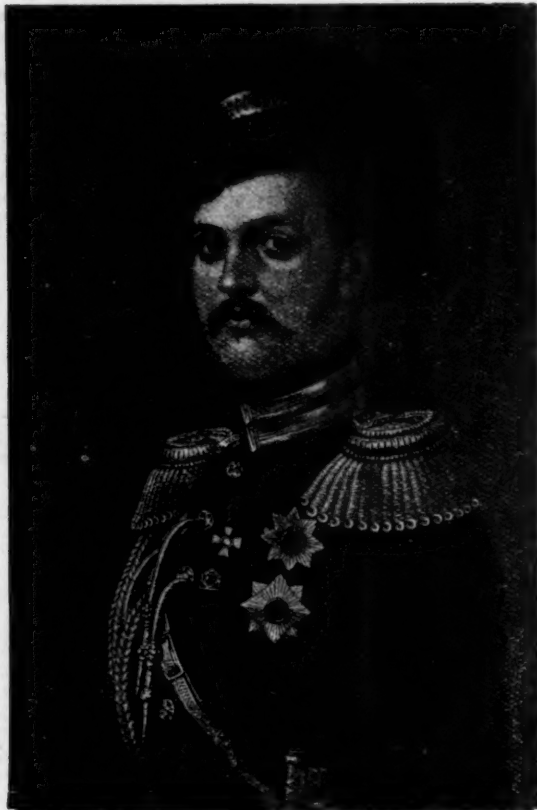
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From "Russia and Turkey in the XIX Century." (A. C. McClurg & Co.)
Review appeared in last issue, November 25.

A large volume of over five hundred pages contains the *Annual Graduating Exercises of Petre School of Business and Shorthand*, Philadelphia, from 1882 to 1892 inclusive. At the graduating exercises during these eleven years addresses were made by Hon. George B. Loring, Gen. John Eaton, Chancellor John Hall, Rev. Sam. W. Small, President Francis L. Patton, Andrew Carnegie, Hon. Chauncey M. Depew, Gen. Clinton B. Fisk, Rev. Sam. P. Jones, Robert J. Burdett, Rev. T. DeWitt Talmage, John B. Gough, and other well known men. The words of wisdom and encouragement spoken on these various occasions are here presented; they make valuable reading for all who seek success in life, and will prove almost as interesting to those who are not alumni or alumnae of the school as to those who have enjoyed the benefit of its instruction and to whom the printed words bring up pleasant reminiscences. (Published by Thomas May Peirce.)



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The Wilson Tariff Bill.

The most important legislation before this session of Congress will be the tariff bill. The Ways and Means committee have been at work on it for several months, and have just made known the result of their deliberations. Chairman Wilson says the main features of the committee's work are two: (1) The adoption wherever it seemed practicable of ad valorem instead of specific duties; (2) the freeing from taxes of those great materials of industry that lie at the basis of production.

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The duty on refined sugar is reduced from one-half to one-quarter of a cent per pound; the bill also provides for a gradual withdrawal of the sugar bounty, one-eighth to be taken off each year for eight years. The duties are taken off of such articles as bacon, hams, beef, pork, lard, and tallow, of which we export an enormous surplus; wheat, wheat flour, corn, corn meal, oats, oat meal, rye, rye flour, and buckwheat are also put on the free list. The duty on steel rails is reduced from \$13.44 per ton to about \$5.50, which is sufficient to cover the difference in the cost of labor in this country and abroad; that on linseed oil is cut down from 32 cents to 15 cents a gallon, and on white lead from 3 cents a pound (which is about 75 per cent.) to 30 per cent. The reduction on the larger sizes of window glass is about one-half.

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—Professor Brander Matthews, of Columbia college, will write in *St. Nicholas* during the coming year a series of carefully prepared articles upon the men who have given America a literature. Though brief, simple in style, and easy for young readers to understand, these papers will not only contain an account of the authors' lives, but will point out the distinguishing literary qualities that have made them famous. The studies will include Irving, Cooper, Bryant, Poe, Hawthorne, Emerson, Longfellow, Lowell, and Whittier.

—One of the most timely articles of the *Review of Reviews* for November is the character sketch of Lobengula, king of the Matabele tribe in Southern Africa, with which the British are now at war.

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